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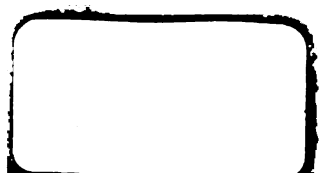
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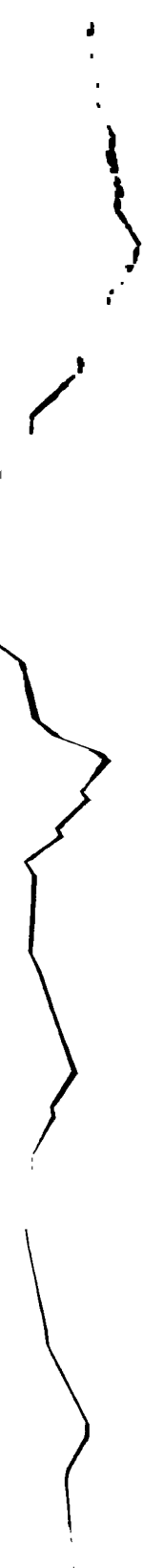
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- No. 1. Monthly record of current educational publications, January, 1918.
- No. 2. Guide to United States Government publications. W. I. Swanton.
- No. 3. Agricultural instruction in the high schools of six eastern States. C. H. Lane.
- No. 4. Monthly record of current educational publications, February, 1918.
- No. 5. Work of the Bureau of Education for the natives of Alaska, 1916-17.
- No. 6. The curricula of the woman's college. Mabel L. Robinson.
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- No. 19. Vocational guidance in secondary education. A report of the Commission on Secondary Education.
- No. 20. Monthly record of current educational publications, June, 1918.
- No. 21. Instruction in journalism in institutions of higher education. James M. Lee.
- No. 22. Monthly record of current educational publications—Index, February, 1917, to January, 1918.
- No. 23. State laws relating to education enacted in 1915, 1916, and 1917. William R. Hood.
- No. 24. Vocational guidance and the public schools. W. Carson Ryan, jr.
- No. 25. Industrial education in Wilmington, Del.
- No. 26. The National Council of Primary Education.
- No. 27. Rural teacher preparation in State normal schools. Ernest Burnham.
- No. 28. The public schools of Columbia, S. C.
- No. 29. American agricultural colleges. Chester D. Jarvis.
- No. 30. Resources and standards of colleges of arts and sciences.
- No. 31. The educational system of South Dakota.
- No. 32. Teaching American ideals through literature. Henry Neumann.
- No. 33. Monthly record of current educational publications, September, 1918.
- No. 34. Monthly record of current educational publications, October, 1918.
- No. 35. Cardinal principles of secondary education. A report of the Commission on Secondary Education.
- No. 36. Educational directory, 1918-19.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 30

RESOURCES AND STANDARDS
of
COLLEGES OF ARTS AND SCIENCES

REPORT OF A COMMITTEE
REPRESENTING THE ASSOCIATIONS OF
HIGHER EDUCATIONAL INSTITUTIONS

Prepared by
SAMUEL PAUL CAPEN
SECRETARY



WASHINGTON
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NO. 1000
AUGUST 1912

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, August 17, 1918.

SIR: An accurate and comprehensive study of college standards and resources has been needed for many years. Such a study should help college officers in one part of the country to evaluate credentials presented by students from institutions in other parts. It should assist parents to select wisely the institutions to which they shall send their children. Above all, it should enable college authorities to compare their own institutions with others and to strive for the most necessary improvements. In 1915, the Bureau of Education secured the cooperation of a committee representing higher educational associations for the purpose of making such a study. The results are presented in the accompanying document, which has been prepared by Dr. S. P. Capen, specialist in higher education in this bureau, who acted as secretary of the committee. They are less complete than could be desired, but nevertheless I believe they will accomplish, in a measure, the object in view.

The war is likely to bring about considerable changes in colleges and universities. The effects of it on the financial status and academic policies of many institutions are already marked. As a record of the condition of a majority of the higher institutions of the country in the period immediately preceding the entry of the United States into the war, in a period which may prove to be the end of an epoch in higher education, the accompanying study is especially timely. I therefore recommend it for publication as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

TO VIND
ABSORBIAO

RESOURCES AND STANDARDS OF COLLEGES OF ARTS AND SCIENCES.

REPORT OF THE COMMITTEE ON HIGHER EDUCATIONAL STATISTICS.

During the year 1914-15 the Bureau of Education organized a committee made up of representatives of the principal associations dealing with higher education for the purpose of discussing the advisability of classifying colleges and universities on a national scale and, if such classification seemed desirable, suggesting methods of procedure. The members of the committee, and the association represented by each, follow:

Prof. WALTER BALLOU JACOBS, *New England Association of Colleges and Secondary Schools.*

Commissioner JOHN H. FINLEY, *Association of Colleges and Preparatory Schools of the Middle States and Maryland.*

Prof. BERT E. YOUNG, *Association of Colleges and Secondary Schools of the Southern States.*

Prof. H. A. HOLLISTER, *North Central Association of Colleges and Secondary Schools.*

Dean R. D. SALISBURY, *Association of American Universities.*

Chancellor SAMUEL AVERY, *National Association of State Universities.*

Dr. N. P. COLWELL, *American Medical Association.*

President CHARLES S. HOWE, *Society for the Promotion of Engineering Education.*

President D. J. COWLING, *Association of American Colleges.*

The COMMISSIONER OF EDUCATION.

Dr. S. P. CAPEN, *specialist in higher education, Bureau of Education (secretary).*

Several other associations were asked to furnish representatives for this committee but declined.

The committee met at the Bureau of Education, May 3, 1915, and organized itself as a permanent committee on higher educational statistics to cooperate with the Bureau of Education in the study of the standards of higher educational institutions.

A CRITICAL STUDY OF COLLEGE AND UNIVERSITY RESOURCES.

The committee considered the attempts of the Bureau of Education in 1911 and 1912 to classify the colleges of the country with relation to the value of the bachelor's degree. It concluded that the continuance of the classification on this basis was at the present time, and in view of the resources of the Bureau of Education, not desirable. In place of this it urged the prosecution of a critical study which should show the resources and equipment and, as far

as possible, the educational and administrative efficiency of colleges and universities. Because of the essential differences in equipment, personnel, and standards exhibited by the different types of higher institutions, it was deemed wise that separate studies should be made of colleges of arts and sciences, engineering schools, schools of agriculture, schools of mines, and teachers' colleges. As representing the largest class of institutions, and also the only ones not subject to the definite test of professional competency, the committee agreed that colleges of arts and sciences should be the first object of its study.

SPECIAL INQUIRY TO COLLEGES OF ARTS AND SCIENCES.

The committee was impressed by the success of the procedure of the North Central Association of Colleges and Secondary Schools in establishing a group of categories for recording the administrative efficiency and equipment of institutions. At a meeting of this association held in March, 1914, the following 10 categories were adopted as significant of collegiate standing:

1. Number of faculty in independent charge of classes.
2. Number of faculty with degree of doctor of philosophy.
3. Number of matriculated students.
4. Number of degrees granted in course.
5. Number of elementary courses of instruction actually given.
6. Number of advanced courses.
7. Number of professional courses.
8. Expenditures for salaries.
9. Hours of class instruction required of members of the faculty.
10. Material equipment.

The committee took these categories as the basis for its inquiry. It instructed the chairman and secretary to prepare blanks to be sent to the colleges of arts and sciences of the United States which would seek information on these and the following matters:

- (a) Admission requirements.
- (b) Requirements for degrees.
- (c) Endowment and income (indebtedness).
- (d) An analysis of the advanced degrees held by members of the faculty.
- (e) The number of students and their distribution by classes.
- (f) The ratio of courses announced in the catalogue to those actually given.
- (g) The annual appropriations for laboratories and libraries.

The blank prepared by the chairman and secretary was sent to members of the committee for suggestions and reported to various association meetings. As the result of these efforts, numerous modifications were made. The blank as finally approved is given below. It was issued by the committee to the institutions early in 1916.

DEPARTMENT OF THE INTERIOR.

BUREAU OF EDUCATION.

STATISTICS OF COLLEGES AND UNIVERSITIES, 1915-16.

COLLEGE OF ARTS AND SCIENCES.

(Do not include statistics of other departments or schools, e. g., engineering, agriculture, graduate school.)

Name of institution.....
 Post office.....
 Legal control (by State, by city, by religious denomination, or nonsectarian)..... State.....
 Name of president.....
 Year in which bachelor's degree was first conferred.....

SIZE OF DIVISION.

(By "division" is meant a group of students meeting together for a regular exercise in a course. Thus, if there is one meeting of a chemistry class for lecture and this class then breaks up into laboratory divisions, the arrangement should be reported as one lecture division and so many laboratory divisions.)
 Number of students in each of the five largest lecture divisions.....
 Number in each of the five largest recitation divisions.....
 Number in each of the five largest laboratory divisions.....
 Number in each of the five smallest divisions.....
 Exact average of all divisions in both laboratory and nonlaboratory subjects. (If this average can not be given exactly, it should be estimated).....

DEPARTMENTS.

Underline the names of the departments in the following list in which at least the full time of one professor is devoted to college instruction to the exclusion of any other teaching:
 English; modern languages (or French, German) other than English; ancient languages; history; philosophy; economic, political, and social sciences; mathematics; physics;
 chemistry; biology (or zoology and botany); geology. (If more than one teacher gives full time to any of these subjects, specify the number. If two or more of the above subjects
 are taught by the same teacher, specify in detail what combinations are made.)

COLLEGE OF ARTS AND SCIENCES; PROFESSORS AND INSTRUCTORS—NUMBER, DEGREES, TEACHING HOURS, SALARIES, ETC.

Faculty (persons in independent charge of classes (not counting readers, student assistants, etc.).)	Number holding no degrees.		Number holding only bachelor's degree. ¹		Number holding master's degree ¹ and none higher (excluding honorary degrees).		Number holding doctor's degree ¹ (excluding honorary degrees). ²		Number teaching more than 15 credit hours a week in nonlaboratory subjects.		Number teaching 15 credit hours a week in laboratory subjects (3 hours laboratory instruction to be reckoned as equal to 1 hour classroom instruction).		Number teaching more than 15 credit hours a week in laboratory subjects (3 hours laboratory instruction to be reckoned as equal to 1 hour classroom instruction).		Number teaching 15 credit hours a week in laboratory subjects (3 hours laboratory instruction to be reckoned as equal to 1 hour classroom instruction).		Average number of teaching hours for all those teaching 15 hours a week or less (3 hours laboratory instruction to be reckoned as equal to 1 hour classroom instruction).	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Professors.....																		
Associate professors.....																		
Assistant professors.....																		
Instructors.....																		
Lower ranks.....																		
Total.....																		

¹ List below the institutions from which degrees were taken:*Bachelor's.**Master's.**Doctor's.*² List below the number of honorary degrees and the names of the institutions granting them:

COLLEGES OF ARTS AND SCIENCES; PROFESSORS AND INSTRUCTORS—NUMBER, DEGREES, TEACHING HOURS, SALARIES, ETC.—Continued.

[illegible]

This column to be filled out only by institutions having professional or graduate departments.

RESOURCES AND STANDARDS OF COLLEGES.

Classes of students.	Students.			Number entering in September, 1915.		Number in each college class, 1915-16.						Number of graduates of secondary schools entering in September, 1915.		Number of A. B. and B. S. graduates of past 5 years who have taken master's degree at other institutions after—				Degrees or certificates granted in 1915 for work in course. ¹	
	Men.	Women.	Total.	Men.	Women.	Freshman.		Sophomore.		Junior.		Senior.		One year of graduate study.		Two years of graduate study.		A. B.	B. S.
						Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
Regular students.....																			
Conditioned students ²																			
Special or unclassified students.....																			
Total college students.....																			
Music, art, or expression students.....																			
Preparatory students.....																			
Professional students ³																			
Number of standard units required for admission.....																			
When was this number first made effective?.....																			
Number of standard units previously required.....																			
Maximum number of entrance conditions allowed.....																			
How soon after entrance must all entrance conditions be made up?.....																			
How are conditioned students rated?.....																			
Conditions under which special students are admitted.....																			
Number of semester hours required for bachelor's degree ⁴																			
When was this number first made effective?.....																			
State total number of subject courses (not counting courses duplicated ¹) announced in catalogue of 1915-16 as open to undergraduates.....																			
Number of these not given during academic year 1915-16.....																			
Number of these not given during each of past five years.....																			
Is the institution a junior college? (By a junior college is meant an institution offering two years' work of college grade, or at least thirty year-hours beyond the regular four years of secondary training, but not equipped for a four-year college course leading to the bachelor's degree.).....																			

FINANCIAL.

(Institutions in which the department of arts and sciences is only one of several departments are requested to give the proportion of the total expenditures under the following items devoted to this department. If this is impossible, give institutional expenditures and note the fact.)

Expenditures for 1914-15:	
For administration, including handling of institution's funds.....	\$.....
For educational services—	
Salaries of college teachers.....	.....
Salaries of teachers in other departments.....	.....
For increase of plant and lasting improvements.....	.....
For maintenance of grounds and buildings.....	.....
For maintenance of scientific laboratories.....	.....
For new materials and apparatus for scientific laboratories.....	.....
For maintenance of library (including librarian's salary, if that officer devotes all his time to care of the library).....	.....
For purchase of new books and periodicals for library.....	.....
Average annual expenditure for past five years for new materials and apparatus for scientific laboratories.....	.....
Average annual expenditures for past five years for new books and periodicals.....	.....
What is the indebtedness of this institution?.....	.....
Is there any reason why indebtedness should not be subtracted from value of property? ¹.....	.....
Average annual fees per student for matriculation, library, and other educational services (excluding tuition).....	.....
Average annual tuition fees.....	.....

¹ Please fill out this category for all except preparatory and professional students.

² Conditioned students are those who have been admitted to college as candidates for a degree during the current year with less than the prescribed number of entrance units.

³ Universities and colleges having professional departments such as engineering, commerce, education, law, etc., are asked to summarize the figures for these departments under the head of professional.

⁴ A semester hour is one hour a week of lecture or classroom instruction or its credit equivalent of laboratory instruction for a semester.

⁵ Value of property and receipts from all sources are reported annually to this Bureau. These figures will be compared with the returns asked for on this blank.

It has evidently been very difficult for college officers to secure much of the detailed information called for in this blank. The difficulty has been most acutely felt by large institutions of complicated organization. Many of the larger universities were apparently unable to separate the data relating to their colleges of arts and sciences without an unjustifiable expenditure of time and money. Returns from nearly all institutions were slow in coming in. Of the 500 colleges addressed, 252 replied in the course of a year. This represents, approximately, 50 percent of the colleges of arts and sciences in the country. The committee was convinced that returns had been received from a sufficient number to render the study significant and valuable. The principal items were accordingly tabulated by the Bureau of Education in a single table (Table 1). This table presents, in the committee's judgment, the fundamental facts regarding the resources and standards of colleges of arts and sciences as far as these may be recorded statistically. To the eye of the initiated the entries in this table tell their own story. A somewhat extended interpretation of them appears to be needed, however, to make the record generally clear.

SUBCOMMITTEE ON DEFINITION OF COLLEGE STANDARDS.

The committee conferred upon a subcommittee consisting of Messrs. Salisbury, Young, and Capen the task of interpretation. The subcommittee was instructed to define, if it seemed desirable, the term "college," and possibly other terms relating to the inquiry.

The subcommittee concluded that, in view of the large number of definitions which already have some currency, a formal attempt to define the term "college" would at this time tend to confuse the issue. It therefore adopted a different procedure.

It studied with care the returns as tabulated in Table 1, and on the basis of these, supplemented by the knowledge which its members had from personal contact of a large number of collegiate institutions, it formulated a group of categories which it judged to be important in estimating college standards and the vitality of collegiate institutions. It then indicated the minimum requirement under each of these categories which every institution should strive as soon as possible to attain. It has grouped the returns from the inquiry so that the standing under each of the categories of the institutions reporting is clearly exhibited. This grouping appears in Tables 2 to 13.

A further word of explanation is perhaps desirable. The committee is of the opinion that, in order to be regarded as an acceptable college, an institution may not necessarily be expected immediately to meet the minimum requirement under every one of the categories. For

example, a college might do good work "in a restricted field" with a faculty smaller than is noted under Section III below and with an income smaller than suggested in Section I below. The committee's purpose is rather to outline what may be regarded as the essential scope of a successful collegiate enterprise. With smaller resources and lower standards in any of the categories mentioned, no institution may view its situation with complacency. Due allowance is made in estimating the standing of institutions under the following categories for denominational institutions whose budgets contemplate no salaries for instructors and whose discipline precludes the separation of the college from the preparatory school. The suggested minimum requirements under 13 heads follow:

SUGGESTED REQUIREMENTS FOR A SUCCESSFUL COLLEGE OF ARTS AND SCIENCES.

I. A college of arts and sciences should have an annual income of at least \$40,000. At least three-fifths of an income as small as \$40,000 should be expended for salaries for teaching and administration. Exception is made of certain denominational institutions whose teaching staffs work without salaries.

II. A study of conditions at numerous substantial institutions indicates that college work of standard grade costs somewhere in the neighborhood of \$200 a year per student. The minimum productive endowment for a college of arts and sciences should be \$250,000. It is noted, however, that with advancing standards and prices this amount should be rapidly increased; probably twice as much will be needed in the near future to give an institution the assurance of stability. Institutions should strive to bring their endowment to the point where it will yield at least half of the money needed for annual expenses.

III. A college of arts and sciences should have as many as 11 departments, in each of which at least one teacher devotes his whole time to collegiate instruction. Some of the larger departments will require more than one instructor. The following departments are suggested: English; modern languages (or French or German or Spanish) other than English; ancient languages; history; philosophy and psychology; economic, political, and social sciences; mathematics; physics; chemistry; biology (or zoology and botany); geology, and geography. In addition it seems desirable, wherever possible, to separate the departments of Romance and Germanic languages, and some of the other groups might well be divided, especially in the larger colleges.

IV. A college of arts and sciences should have a faculty of at least 15 members devoting full time to college work.

V. If a college of arts and sciences maintains an academy or preparatory department, this department should be "distinct in students, faculty, and discipline." Exception may be made, as noted above, of certain denominational institutions whose traditions and policy require the inclusion of secondary education with collegiate education under the same institutional control. In such cases the preparatory department should be administratively separated from the college department.

VI. Members of the faculty of a college of arts and sciences should have pursued graduate study in addition to the bachelor's degree. At least one-fourth of the faculty should hold the degree of doctor of philosophy or degrees representing equivalent scholarly attainment *bestowed by reputable graduate schools*. At least three-fourths of the faculty should have secured the master's degree in course at a reputable graduate school.

VII. Fifteen hours of teaching a week should be regarded as the maximum program of a college teacher.

VIII. Fifteen or sixteen credit hours a week for each student for 36 weeks a year for four years should be regarded as the normal program of work for students.

IX. While heretofore 14 units of secondary work has been regarded as the acceptable minimum for admission to college, and at the time of the issuance of this inquiry represented the standard set by most standardizing agencies, there is now a general tendency to raise the requirement to 15 units. A college of arts and sciences should require 15 units for unconditional admission. In judging the reports of colleges appearing in this study, however, the prevailing standard of 1915 should be taken into account.

X. The maximum number of conditions allowed should not exceed two.

XI. The average salary for assistant professors in 25 colleges of unquestioned standing, in Table 1, is \$1,369. The average salary for professors at the same group of institutions is \$2,174. Conditions of living differ, and an absolute standard can not justly be set up. Colleges should plan to make their salary schedules approximate at least the foregoing averages.

XII. Recitation or quiz sections should not contain more than 20 to 30 students. Fifteen or sixteen students should be the limit in laboratory sections.

¹ Pomona College, Cal.; Mills College, Cal.; Trinity College, Conn.; George Washington University, D. C.; Emory College, Ga.; Knox College, Ill.; Butler College, Ind.; Morningside College, Iowa; Wake Forest College, N. C.; H. Sophie Newcomb Memorial College, La.; Bowdoin College, Me.; Goucher College, Md.; Boston University, Mass.; Clark College, Mass.; Carleton College, Minn.; Washington University, Mo.; Hobart College, N. Y.; Ohio Wesleyan University; Reed College, Ore.; Lafayette College, N. J.; Haverford College, Pa.; Vanderbilt University, Tenn.; Middlebury College, Vt.; Randolph College, Va.; Beloit College, Wis.

XIII. At least \$1,000 a year should be expended for the purchase of new books and periodicals for the library. Probably two or three times this figure would be needed to keep the library in a sound condition. A similar sum should be appropriated annually for the purchase of new equipment and apparatus for scientific laboratories.

TABLES.

Table 1 is a summary in which the principal facts derived from the inquiry are presented. The succeeding tables exhibit the same material, but are designed for convenience of reference. Each table shows the status of all the reporting institutions with respect to one or two of the suggested requirements for a successful college of arts and sciences or juxtaposes two related categories appearing in the summary table. Each is preceded by a brief statement of the points illustrated.

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TABLE 1.—*Colleges of arts and sciences, 1915-16. PART I: Professors and instructors.*

Location.	Institution.	For men, for women, or coedu- cational.	Control.	Year in which bachelor's degree was first conferred.	Professors and instructors.													Number giving part time to prepar- atory instruction.	Average size of classes.	Eleven specified departments or fewer.			
					Average salary.																		
					Total number of faculty.		Number holding only bachelor's degree.	Number holding master's degree and none higher (excluding honorary degrees).	Number holding doctor's degree (excluding honorary degrees).	Average number of teaching hours per week for those having in- dependent charge of classes.	Number teaching more than 15 credit hours a week.	Professors.		Associate professors.		Assistant professors.					Instructors.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22							
1	2	3	4	5	6	7	8	9	10	11	Professors.		Associate professors.		Assistant professors.		Instructors.		20	21	22		
											Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.					
ALABAMA.																							
University.....	University of Alabama..	Coed.....	State.....	1832	24	5	8	10	13	432, 100	\$1, 700		\$1, 125		\$600					0 (1)	6	11	
ARIZONA.																							
Tucson.....	University of Arizona....	Coed.....	State.....	1895	28	7	10	6	15	0	2, 230	32, 200	1, 900	\$1, 900	1, 825	\$1, 340	1, 500	\$1, 425	1, 500	\$1, 425	0	6	11
ARKANSAS.																							
Conway.....	Central College.....	Women.	Bapt.....	1878	18	6	3	1	13	2	1, 700	800									3	18	4
Do.....	Hendrix College.....	Coed.....	M. E. So... 1887	1887	13	7	6		17	9	1, 500				1, 100		900				15	2	
CALIFORNIA.																							
Claremont.....	Pomona College.....	Coed.....	Nonsect....	1894	45	17	12	12	13	0	1, 800	2, 100	1, 600		1, 418	1, 200	966	750		0	20	11	
Los Angeles.....	Occidental College....	Coed.....	Nonsect....	1894	22	11	6	6	14	2	1, 100	1, 050									25	11	
Mills College.....	Mills College.....	Women.	Nonsect....	1889	34	11	7	5	13	4	1, 700	1, 633				1, 216		967		12	17		
Redlands.....	University of Redlands..	Coed.....	Bapt.....	1910	20	7	6		16	2	1, 500	1, 500			1, 200					6	10	11	
Santa Clara.....	University of Santa Clara	Men.....	R. C.....	1857	8				12											2	25	11	
Stanford Uni- versity.	Leland Stanford Junior University.	Coed.....	Nonsect....	1892	145	28	37	71	11											0			

COLORADO.														
Boulder.....	State.....	1882	76	22	23	24	9	4	2,550	2,550	1,525	900	900	0 18 11
Colorado Springs.....	Nonsect.....	1883	24	9	14	14	14	4	2,100	1,235	1,000	933	600	0 21 11
University Park.....	M. E.....	1884	31	7	11	10	13	5	2,100	1,235	1,600	1,000	933	0 (1) 11
CONNECTICUT.														
Hartford.....	Nonsect.....	1827	25	4	9	13	15	2	2,400	2,400	1,000	1,000	1,000	0 (1) 11
New Haven.....	Nonsect.....	1702	104	4	16	82	15	4	4,560	4,560	2,500	1,300	1,300	0 20 11
DISTRICT OF COLUMBIA.														
Washington.....	National.....	1869	16	4	6	2	2	2,450	2,450	2,450	200	1,037	720	4
Do.....	Nonsect.....	1824	38	4	9	14	13	4	1,716	1,716	1,068	258	500	0 23 11
Do.....	National.....	1872	25	12	11	2	13	14	2,014	1,238	1,060	775	775	1 26 11
FLORIDA.														
Gainesville.....	State.....	1905	17	4	2	10	13	6	6	6	6	6	6	0 22 11
Lake City.....	Bapt.....	1912	20	6	1	1	24	10	900	400	1,400	1,000	1,000	5 10 3
Tallahassee.....	State.....	1906	21	5	5	7	16	2,000	2,000	2,000	1,400	1,400	1,000	15 11
GEORGIA.														
Athens.....	State.....	1801	31	3	13	13	15	17	2,700	1,800	1,500	1,200	1,200	0 20 11
Atlanta.....	Nonsect.....	1876	17	4	3	1	6	0	1,225	1,225	1,500	1,200	1,200	17 14
College Park.....	Women.....	1904	11	5	9	1	16	11	950	750	1,500	1,200	1,200	3 7
Dalhousie.....	State.....	1878	14	7	2	2	2	1,650	1,800	1,800	1,650	1,650	1,650	5 3
Decatur.....	Nonsect.....	1905	28	3	13	8	11	0	1,500	1,800	800	750	750	20 11
Demorest.....	Nonsect.....	1889	16	11	2	15	15	0	1,500	1,800	800	750	750	5 25 5
Forsyth.....	Bapt.....	1890	25	18	2	1	4	5	2,000	1,000	1,000	1,000	1,000	5 18 8
Gainesville.....	Women.....	1890	16	6	8	1	12	1	1,350	837	0	600	600	0 20 11
Oxford.....	M. E. So.....	1841	16	7	4	5	10	0	2,200	1,600	1,500	1,500	1,500	0 20 11
Rome.....	Bapt.....	1882	12	9	4	4	16	4	4	4	4	4	4	4 4
IDAHO.														
Moscow.....	State.....	1896	40	14	10	11	10	5	2,180	2,150	1,800	1,466	1,200	1,200 0 17 11
ILLINOIS.														
Aurora.....	Chris.....	1905	12	6	0	2	20	5	1,260	1,050	1,050	1,050	1,050	6 11 8
Bloomington.....	M. E.....	1883	18	5	8	1	16	7	1,260	1,050	1,050	1,050	1,050	3 15 8
Carlinville.....	Presb.....	1870	12	9	1	1	15	4	1,000	650	650	650	650	8 10 7

* Laboratory, 13; nonlaboratory, 17.

* Laboratory, 10; nonlaboratory, 25.

* Laboratory, 36; nonlaboratory, 32.

TABLE 1.—Colleges of arts and sciences, 1915-16. PART I: Professors and instructors—Continued.

Location.	Institution.	For men, for women, or coedu- cational.	Control.	Year in which bachelor's degree was first conferred.	Professors and instructors.															Average size of classes.	Number giving part time to prepa- ratory instruction.	Eleven specified departments or lower.
					Total number of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher (excluding honorary degrees).	Number holding doctor's degree (excluding honorary degrees).	Average number of teaching hours per week for those having inde- pendent charge of classes.	Number credit hours more than 15	Average salary.											
											Professors.			Associate professors.			Assistant professors.						Instructors.
1	2	3	4	5	6	7	8	9	10	11	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	20	21	22	
ILLINOIS—con.																						
Chicago.....	De Paul University.....	Coed.....	R. C.....	1899	20	3	12	2	10	1	\$1,457	\$650							7	12	11	
Do.....	Loyola University.....	Men.....	R. C.....	1876	18	17	6	8	10	0									6	24	11	
Decatur.....	James M. McKim Univer- sity.....	Coed.....	Presb.....		39					11										12	11	
Galesburg.....	Knox College.....	Coed.....	Nonsect.....	1846	26	8	10	8	11	6	1,708	1,200	\$1,100		\$865	\$797			0	24	11	
Jacksonville.....	Illinois Woman's College.....	Women.....	M. E.....	1909	16	7	9	7	14	1	1,275	1,200	1,700		900	900			4	14	11	
Lake Forest.....	Lake Forest College.....	Coed.....	Presb.....	1879	20	5	3	7	11	14	2,175	1,200	1,700		1,600	1,250	\$500		(c)	6	11	
Mount Carroll.....	Frances Shimer School.....	Women.....	Bapt.....	(c)	18	8	3	1	20	1		800					1,000	17	6	11		
Naperville.....	Northwestern College.....	Coed.....	Ev. Assn.....	1867	12	2	9	1	16	9	1,366	800			1,166			1	19	11		
Rockford.....	Rockford College.....	Women.....	Nonsect.....	1896	28	8	7	7	13	4	1,400	1,400			1,400			1	10	11		
Rock Island.....	Augustana College.....	Coed.....	Ev. Luth.....	1877	14	4	6	1	18	11	1,418				1,250			7	16	7		
INDIANA.																						
Bloomington.....	Indiana University.....	Coed.....	State.....	1830	233	28	59	53	13	23	3,153		2,135	\$2,300	1,533	1,600	\$1,107	1,062	0	26	11	
Crawfordsville.....	Wabash College.....	Men.....	Nonsect.....	1838	21	1	7	4	15	4									(c)	0	11	
Earlham.....	Earlham College.....	Coed.....	Friends.....	1862	34	9	12	11	12	7									0	13	11	
Franklin.....	Franklin College.....	Coed.....	Nonsect.....	1847	18	2	12	1	10	8	1,300	1,150							8	23	11	
Greencastle.....	De Pauw University.....	Coed.....	M. E.....	1904	37	10	14	9	10	8	1,980			1,500	1,700	1,200	1,000	850	1	23	11	
Indianapolis.....	Butler College.....	Coed.....	Chris.....	1868	20	4	6	10	15	13	1,875	1,875			1,750	1,200	1,000	250	1	23	11	

Notre Dame Upland.	Notre Dame Upland.	Men.	Univ. of Notre Dame.	H. C.	20	21	20	10	5	10	5	10	(*)	11
IOWA.	Iowa State Teachers Col- lege.	Coed	1904	State.	35	31	8	2	11	10	11	10	22	7
Cedar Rapids.	Coe College.	Coed	1884	Nonsect.	43	9	12	4	18	16	831,500	81,400	800	11
Clinton.	Warburg College.	Men.	1875	Luth.	9	2	0	20	0	17	0	0	0	22
Des Moines.	Des Moines College.	Coed	1875	Bapt.	12	8	1	17	0	20	0	2	17	11
Do.	Drake University.	Coed	1882	Nonsect.	31	4	10	15	1,300	2,000	1,300	81,300	850	11
Fairfield.	Parsons College.	Coed	1886	Presb.	12	3	8	1	13	2	1,400	0	750	9
Iowa City.	State University of Iowa.	Coed	1868	State.	148	27	51	50	12	2,740	3,000	2,400	1,163	11
Mount Vernon.	Cornell College.	Coed	1858	M. E.	31	8	14	5	7	1,450	1,450	850	850	11
Pella.	Central University of Iowa.	Coed	1851	Bapt.	17	6	2	15	6	1,200	1,000	950	0	9
Stout City.	Morningside College.	Coed	1891	M. E.	19	2	11	6	8	1,454	1,200	0	800	11
Storm Lake.	Buena Vista College.	Coed	1896	Presb.	10	3	7	0	4	1,200	1,000	0	0	11
KANSAS.														
Atchison.	Midland College.	Coed	1891	Luth.	18	4	8	2	9	1,200	600	0	750	5
Emporia.	College of Emporia.	Coed	1887	Presb.	18	5	11	1	8	1,760	1,320	0	775	11
Ottawa.	Ottawa University.	Coed	1886	Bapt.	11	3	7	1	6	1,572	1,500	0	0	11
Salina.	Kansas Wesleyan Uni- versity.	Coed	1886	M. E.	25	1	10	1	6	1,050	1,050	0	0	8
Starling.	Cooper College.	Coed	1892	U. P.	10	4	6	0	9	1,050	850	0	0	8
Topeka.	Washburn College.	Coed	1883	Nonsect.	24	8	12	8	5	1,450	1,350	0	720	11
Winfield.	Southwestern College.	Coed	1889	M. E.	24	4	8	2	3	1,200	1,000	0	0	8
KENTUCKY.														
Borling Green.	Ordan College.	Men.	1881	Nonsect.	8	3	1	10	0	1,300	0	0	0	7
Danville.	Centre College.	Men.	1826	Presb.	12	1	1	12	1	0	0	0	0	9
Georgetown.	Georgetown College.	Coed	1832	Bapt.	26	9	7	1	0	1,500	0	0	0	1
Lexington.	University of Kentucky.	Coed	1832	State.	28	18	15	6	7	0	0	0	0	17
Do.	Transylvania College.	Coed	1835	Nonsect.	26	9	9	6	6	1,500	0	0	0	9
Louisville.	University of Louisville.	Coed	1868	City.	24	6	6	7	2	1,800	1,800	1,600	800	11
Russellville.	Bethel College.	Men.	1857	Bapt.	6	4	1	0	3	1,270	0	0	0	5
LOUISIANA.														
New Orleans.	H. Sophie Newcomb Memorial College.	Women.	1891	Nonsect.	29	3	9	11	5	2,500	1,875	2,000	840	11
Do.	Louisiana University.	Men.	1911	R. C.	10	10	1	13	0	0	0	0	0	13

* Laboratory, 15; nonlaboratory, 174.

* Laboratory, 15; nonlaboratory, 211.

* Laboratory, 8; nonlaboratory, 15.

* No degree.

TABLE 1.—Colleges of arts and sciences, 1915-16. PART I: Professors and instructors—Continued.

Location.	Institution.	For men, for women, or coedu- cational.	Control.	Year in which bachelor's degree was first conferred.	Professors and instructors.																	Average size of classes.	Number giving part time to preparatory instruction.	Eleven specified departments or fewer.
					Total number of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher (excluding honorary degrees).	Number holding doctor's degree (excluding honorary degrees).	Average number of teaching hours per week for those having independent charge of classes.	Number teaching more than 15 credit hours a week.	Average salary.													
											Professors.		Associate professors.		Instructors.									
											Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.						
1		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22			
MAINE.																								
Brunswick.....	Bowdoin College.....	Men.....	Nonsect.....	1896.....	28	3	12	12	11		82,725				\$1,200				0	30	11			
Leviston.....	Bates College.....	Coed.....	Nonsect.....	1867.....	28	5	17	5	12	4	1,850								0	25	11			
Orono.....	University of Maine.....	Coed.....	State.....	1872.....	56	16	20	20	14	0	2,119	2,150	\$1,650	\$1,650	1,250		863	\$1,200	0	(1)	11			
MARYLAND.																								
Annapolis.....	St. John's College.....	Men.....	Nonsect.....	1872.....	13	2	9	2	19	5	1,500								2	15	11			
Baltimore.....	Goucher College.....	Women.....	M. E.....	1895.....	35	6	8	8	9	3	2,199	2,333	1,600	1,700	\$1,500	\$1,500	1,133		0	21	11			
Do.....	Johns Hopkins University.....	Men.....	Nonsect.....	1879.....	49	1	1	46																
Do.....	Morgan College (colored) Washington College.....	Coed.....	M. E.....	1895.....	8	4	0	2	10	1	1,340	600							5	18	4			
Chester town.....	Rock Hill College.....	Coed.....	Nonsect.....	1887.....	9	1	4	3	16	5	1,475				976				0	16	6			
Ellifford City.....	Flood College.....	Men.....	R. C.....	1887.....	15	8	4	1	16	5									4	10				
Federick.....	Hood College.....	Women.....	Ref.....	1898.....	15	5	7	1	13	2	1,725	1,060							4	12	8			
Lutherville.....	Maryland College for Women.....	Women.....	Nonsect.....	1896.....	11	6	1	1	20	3	2,000	1,017							3	(2)	6			
MASSACHUSETTS.																								
Amherst.....	Amherst College.....	Men.....	Nonsect.....	1825.....	47	6	14	26		0									0		11			
Boston.....	Boston University.....	Coed.....	Nonsect.....	1877.....	26	4	5	16		3	2,388	860	2,500		1,800		800	900	0	25	11			

[illegible]

No degree.

Laboratory, 15; nonlaboratory, 14.

Laboratory, 15; nonlaboratory, 35.

TABLE 1.—Colleges of arts and sciences, 1915-16. PART I: Professors and instructors—Continued.

Location.	Institution.	For men, for women, or coedu- cational.	Control.	Year in which bachelor's degree was first conferred.	Professors and instructors.															Number giving part time to preparatory instruction.	Average size of classes.	Eleven specified departments or lower.
					Total number of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher (excluding honorary degrees).	Number holding doctor's degree (excluding honorary degrees).	Average number of teaching hours per week for those having independent charge of classes.	Number teaching credit hours a week more than 15	Average salary.											
											Professors.		Associate professors.		Assistant professors.		Instructors.					
					6	7	8	9	10	11	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.				
1		2	3	4	5																	
NEBRASKA.																						
Bellevue.....	Bellevue College.....	Coed.....	Presb.....	1880	14	7	3	2	17	451,000	\$1,000					\$900	\$900	7	10	7		
College View.....	Union College.....	Coed.....	S. D. Ad.....	1891	26	6	6	0	20	12								12	17	4		
Greeks.....	Doane College.....	Coed.....	Cong.....	1877	15	7	5	3	11	5								3	11	8		
Lincoln.....	University of Nebraska.....	Coed.....	State.....	1873	95	13	38	38	13	25	2,632	2,300	\$1,633	\$1,300	\$1,257	\$1,125	817	730	6	15	11	
NEW HAMPSHIRE																						
Durham.....	New Hampshire College of Agriculture and Mechanic Arts.....	Coed.....	State.....	.....	31	18	6	4	13	4	2,100	2,000	1,800	1,450	1,200	1,160	.....	0	25	8		
NEW JERSEY.																						
Convent Station.....	College of St. Elizabeth.....	Women.....	R. C.....	1902	34	8	8	4	10	.....	2,000	700	.....	.....	.....	.....	.....	4	(1)	11		
Kearnyworth.....	Upsala College.....	Coed.....	Luth.....	1906	12	4	4	0	24	8	1,300	.....	.....	.....	.....	.....	.....	9	12	3		
NEW MEXICO.																						
Albuquerque.....	University of New Mexico.....	Coed.....	State.....	.....	20	12	3	3	14	8	1,700	.....	.....	1,400	1,200	.....	.....	4	(1)	11		

NEW YORK.																					
Albany.....	New York State College	Coed.....	State.....	1897	23	10	11	14	0	3,000	3,000	.....	1,000	1,000	1,400	1,200	6	70	11		
Alfred.....	Alfred University	Coed.....	Nonsect.....	1857	26	8	10	2	11	0	1,500	1,070	1,100	900	.....	640	700	0	15	11	
Annandale.....	St. Stephen's College	Men.....	Epla.....	1861	9	3	5	1	.....	2	.....	.....	.....	.....	.....	.....	3	7	11		
Aurora.....	Wells College	Women.....	Nonsect.....	1869	31	7	10	9	13	2	2,000	1,190	2,000	1,123	.....	966	0	12	11		
Canton.....	St. Lawrence University	Coed.....	Nonsect.....	1863	16	4	8	3	17	7	1,933	.....	.....	1,250	.....	660	0	20	11		
Elmira.....	Elmira College	Women.....	Nonsect.....	1868	32	13	8	13	0	.....	.....	.....	.....	.....	.....	.....	0	14	11		
Geneva.....	Hobart College	Coed.....	Nonsect.....	1877	26	5	11	8	14	3	1,521	1,500	.....	1,000	900	1,000	0	16	11		
New Rochelle.....	College of New Rochelle	Women.....	R. C.....	1908	22	6	6	7	.....	0	450	400	.....	.....	.....	.....	1	30	9		
New York.....	Barnard College	Women.....	Nonsect.....	1893	88	10	23	54	70	38	4,539	2,900	.....	2,628	.....	2,021	.....	14	21	11	
Do.....	College of the City of New York	Men.....	City.....	1884	142	33	21	70	12	38	4,539	2,900	.....	2,628	.....	2,021	.....	14	21	11	
Do.....	Columbia University	Men.....	Nonsect.....	1758	133	17	24	90	.....	4,815	3,259	.....	2,359	.....	1,509	.....	0	22	11		
Do.....	Hunter College of the City of New York	Women.....	City.....	1892	118	28	54	16	16	45	5,750	4,062	3,133	3,500	2,730	3,059	1,950	2,838	0	17	11
Do.....	City of New York	Coed.....	Nonsect.....	1833	47	9	17	21	.....	10	2,242	.....	.....	1,931	.....	1,231	.....	0	28	11	
Poughkeepsie.....	Vassar College	Women.....	Nonsect.....	1867	112	21	22	17	13	0	3,200		1,750		1,400		1,150		0	58	11
Rochester.....	University of Rochester	Coed.....	Nonsect.....	1881	45	13	14	12	16	0	.....	.....	.....	.....	.....	.....	0	20	11		
Schenectady.....	Union University	Men.....	Nonsect.....	1797	40	9	15	15	15	10	2,100		1,900		1,590		1,170		0	(c)	11
NORTH CAROLINA.																					
Chapel Hill.....	University of North Carolina	Coed.....	State.....	1798	52	4	21	26	11	3	2,332	1,700	.....	1,250	.....	866	.....	0	24	11	
Davidson.....	Davidson College	Men.....	Presb.....	1840	13	1	4	7	15	8	2,000	1,650	.....	.....	.....	.....	0	25	11		
Durham.....	Trinity College	Coed.....	M. E. So.....	1853	28	7	9	12	12	1	.....	.....	.....	.....	.....	.....	0	30	11		
Elon College.....	Elon College	Coed.....	Chrs.....	1890	27	5	11	4	.....	11	1,270	.....	.....	900	.....	600	.....	9	24	11	
Guilford College.....	Guilford College	Coed.....	Friends.....	1899	17	9	7	1	13	12	1,225	700	1,000	650	800	750	675	9	18	9	
Raleigh.....	Shaw University (colored)	Coed.....	Bapt.....	1878	29	7	1	0	23	14	.....	.....	.....	.....	.....	.....	29	14	8		
Weaver College.....	Weaver College	Coed.....	M. E. So.....	.....	8	3	2	0	14	4	730	650	.....	.....	.....	.....	6	18	.....		
Winston-Salem.....	Salem Academy and College	Women.....	Morav.....	1878	35	17	2	0	18	1	1,600	933	400	600	0	850	0	570	15	23	8
NORTH DAKOTA.																					
University.....	University of North Dakota	Coed.....	State.....	.....	55	11	15	24	12	18	2,440	1,950	.....	1,650	1,500	1,430	1,150	6	17	11	
OHIO.																					
Akron.....	Municipal University of Akron	Coed.....	City.....	1873	21	5	10	3	18	7	1,800	.....	.....	1,200	1,200	1,080	900	0	(4)	11	
Athens.....	Ohio University	Coed.....	State.....	1815	36	6	15	8	.....	0	1,930	.....	.....	1,310	900	1,225	1,075	1	18	11	
Berea.....	Baldwin-Wallace College	Coed.....	Ger. M. E.....	1850	19	4	11	4	16	8	1,500	.....	.....	1,500	.....	900	.....	25	11	11	
Bluffton.....	Bluffton College	Coed.....	Mennon.....	1867	16	9	7	4	14	4	1,300	.....	.....	1,000	.....	850	.....	3	11	10	
Cedarville.....	Cedarville College	Coed.....	R. Presb.....	1897	7	4	3	0	16	7	1,300	590					2		6	11	10
Cincinnati.....	University of Cincinnati	Coed.....	City.....	1877	236	4	13	41	12	2	3,400	2,500	1,950	1,800	1,400	1,100	0	(b)	11	11	
Laboratory, 15; nonlaboratory, 26. Laboratory, 8; nonlaboratory, 13. Laboratory, 11; nonlaboratory, 14. Laboratory, 15; nonlaboratory, 16. Laboratory, 11; nonlaboratory, 14. Laboratory, 36; nonlaboratory, 30.																					

* Laboratory, 36; nonlaboratory, 30.

* Laboratory, 15; nonlaboratory, 16.

* Laboratory, 11; nonlaboratory, 14.

* Laboratory, 15; nonlaboratory, 25.

* Laboratory, 8; nonlaboratory, 13.

RESOURCES AND STANDARDS OF COLLEGES.

[illegible]

TABLE 1.—Colleges of arts and sciences, 1915-16. PART I: Professors and instructors—Continued.

Professors and instructors.																					
Location.	Institution.	For men, for women, or coedu- cational.	Control.	Year in which bachelor's degree was first conferred.	Total number of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher (excluding honorary degrees).	Number holding doctor's degree (excluding honorary degrees).	Average number of teaching hours per week for those having independent charge of classes.	Number teaching more than 15 credit hours a week.	Average salary.						Number giving part time to preparatory instruction.	Average size of classes.	Eleven specified departments or fewer.		
											Professors.		Associate professors.		Assistant professors.					Instructors.	
											Men.	Women.	Men.	Women.	Men.	Women.				Men.	Women.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
SOUTH CAROLINA—contd.																					
Columbia.....	University of South Carolina.	Coed.....	State.....	1897	32	6	12	9	14		12\$2,125		\$1,500		\$1,200		\$500		0	25	11
Greenville.....	Furman University.....	Men.....	Bapt.....	1881	11	2	2	2	15	0	1,150								0	20	10
Spartanburg.....	Converse College.....	Women.....	Nonsect.....	1883	13	4	2	2	2	2	1,650	\$600							0	23	10
Do.....	Wofford College.....	Men.....	M. E. So.....	1886	13	2	5	5	15	4	2,175								1	32	10
SOUTH DAKOTA.																					
Vermillion.....	University of South Dakota.	Coed.....	State.....	1888	36	11	14	10	12	0	1,930	1,600	1,700		1,500	\$1,225	1,150	\$750	2	12	11
TENNESSEE.																					
Bristol.....	King College.....	Men.....	Presb.....	1902	8	1	6	0		5	1,125								2	10	7
Chattanooga.....	University of Chattanooga.	Coed....	M. E.....		9		5	4	15	0	1,900	1,400								15	
Greeneville.....	Tusculum College.....	Coed....	Nonsect.....		11	5	2	0	10	1	1,100								6	11	4
Knoxville.....	Knoxville College (colored).	Coed....	U. Presb..	1883	8	4	4	0	18	7	1,175	800							8		

[illegible]² Laboratory, 184; nonlaboratory, 254.

Laboratory, 25; nonlaboratory, 28.

TABLE 1.—Colleges of arts and sciences, 1915-16. PART I: Professors and instructors—Continued.

Location.	Institution.	For men, for women, or coedu- cational.	Control.	Year in which bachelor's degree was first conferred.	Total number of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher (excluding honorary degrees).	Number holding doctor's degree (excluding honorary degrees).	Average number of teaching hours per week for those having inde- pendent charge of classes.	Number teaching more than 15 credit hours a week.	Professors and instructors.												Number giving part time to prepar- atory instruction.	Average size of classes.	Eleven specified departments or fewer.
											Average salary.														
											Professors.		Associate professors.		Assistant professors.		Instructors.								
1	2	3	4	5	6	7	8	9	10	11	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	18	19	20	21	22		
WEST VIRGINIA.																									
Elkins.....	Davis and Elkins College	Coed.....	Presb.....	1910	29	5	3	1	16	7	\$1,050	\$900	\$200	\$400			\$1,000				11	12	.....		
WISCONSIN.																									
Appleton.....	Lawrence College	Coed.....	Nonsect.....	1857	35	7	10	16	14	0	1,850	1,450					\$1,200		\$900		0	(1)	11		
Beloit.....	Beloit College	Coed.....	Nonsect.....	1851	41	5	13	22	10	6	1,852	1,600			\$1,400				1,085		0	20	11		
Madison.....	University of Wisconsin.	Coed.....	State.....	1854	283	48	94	138	10	4	3,501	2,525			1,832	1,750			1,319		7	25	11		
Milton.....	Milton College	Coed.....	S. D. B.....	1870	14	3	9		15	6	900				1,750				600		7	(2)	6		
Milwaukee.....	Concordia College	Men.....	Luth.....	1870	9			1	20	7	1,550										8	33	5		
Do.....	Marquette University	Men.....	R. C.....																						
Do.....	Milwaukee-Dowager Col- lege.	Women.....	Nonsect.....	1885	35	8	8	4	15	5		1,600					1,300		1,075		0	16	11		
Plymouth.....	Mission House	Coed.....	Ref.....																						
Prarie du Chien.....	Campion College	Men.....	R. C.....	1884	9	10	2		25	9	1,050										0	14	.....		
Ripon.....	Ripon College	Coed.....	Nonsect.....	1866	23	15	6	4			1,400	900		850							2	.....	11		
St. Clara College and Academy.....	St. Clara College and Academy.	Women.....	R. C.....	1904	14	7	3	1	14											700	0	18	11		

1 Laboratory, 22; nonlaboratory, 24.

2 Laboratory, 7; nonlaboratory, 11.

3 Laboratory, 8; nonlaboratory, 10.

TABLE I. -Colleges of arts and sciences, 1915-16. PART II Students, expenditures, and receipts.

Location.		Institution.	Students, requirements, degrees, and courses.																Expenditures for 1914-15.				Receipts for 1914-15, exclusive of addi- tions to endowments.	Debt.							
			Prepara- tory.		Regular.		Condi- tioned.		Special.		Total (including profes- sional and special depart- ments).		High school grad- uates enter- ing in 1915.		Number of standard units re- quired for admission.		Maximum number of entrance conditions allowed.		Number of semester hours re- quired for bachelor's degree.		Junior college. (X=Yes; O=No.)				Salaries of college teachers.	Maintenance.	Increase of plant and lasting im- provements.	Adminis- tration, including hand- ling of institution's funds.			
1	2	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.					Women.	Men.	Women.	Men.	Women.
ALABAMA.	University of Alabama...	0	0	337	82	18	6	11	0	685	90	109	16	14	2	120	O	\$58,736	\$17,905	\$44,460	\$13,075	\$210,421	0	0	0	0	0	0	0	0	
		0	0	209	141	0	0	60	50	269	191	65	35	15	2	127	O	61,300	48,850	10,000	9,559	423,021	0	0	0	0	0	0	0	0	
ARIZONA.	University of Arizona...	0	0	209	141	0	0	60	50	269	191	65	35	15	2	127	O	61,300	48,850	10,000	9,559	423,021	0	0	0	0	0	0	0	0	
		0	0	209	141	0	0	60	50	269	191	65	35	15	2	127	O	61,300	48,850	10,000	9,559	423,021	0	0	0	0	0	0	0	0	
ARKANSAS.	Central College...	0	41	0	49	0	12	0	58	0	96	0	4	14	2	65	O	3,800	1,650	1,000	4,000	26,193	\$24,000	0	0	0	0	0	0	0	
		0	0	244	25	.....	.....	6	0	250	25	.....	.....	15	3	120	O	11,625	2,644	3,336	6,847	36,966	58,896	0	0	0	0	0	0	0	
CALIFORNIA.	Pomona College...	0	0	236	294	.....	.....	5	5	241	299	109	120	15	3	126	O	50,813	32,027	82,412	17,224	347,133	0	0	0	0	0	0	0	0	
		0	0	186	131	.....	.....	9	7	195	138	69	60	15	0	124	O	26,853	5,097	.....	7,803	50,727	8,000	0	0	0	0	0	0	0	
LOS ANGELES.	Mills College...	0	0	115	0	27	0	45	0	220	.....	.....	.....	15	3	124	O	35,067	24,795	.....	803	80,774	0	0	0	0	0	0	0	0	
		0	0	115	0	27	0	45	0	220	.....	.....	.....	15	3	124	O	35,067	24,795	.....	803	80,774	0	0	0	0	0	0	0	0	
REDLANDS.	University of Redlands...	14	5	50	63			8	56	80	179	30		15	2	120	O	23,200	3,946		650	50,505	125,559	0	0	0	0	0	0	0	0
		0	0	80	0	3	0	10	0	307	0	19	0	16	3	178	O					61,128		0	0	0	0	0	0	0	0
SANTA CLARA.	University of Santa Clara...	157	0	80	0	3	0	10	0	307	0	19	0	16	3	178	O					61,128		0	0	0	0	0	0	0	0
		0	0	1,574	556	0	0	70	0	1,717	561	(471)		15	0	120	O	500,841	127,293	221,515	44,532	271,20		0	0	0	0	0	0	0	0
STANFORD.	Leland Stanford Junior University.	0	0	1,574	556	0	0	70	0	1,717	561	(471)		15	0	120	O	500,841	127,293	221,515	44,532	271,20		0	0	0	0	0	0	0	0
		0	0	1,574	556	0	0	70	0	1,717	561	(471)		15	0	120	O	500,841	127,293	221,515	44,532	271,20		0	0	0	0	0	0	0	0

TABLE 1.—Colleges of arts and sciences, 1915-16. PART II: Students, expenditures, and receipts—Continued.

Location.	Institution.	Students, requirements, degrees, and courses.												Expenditures for 1914-15.				Receipts for 1914-15, exclusive of additions to endowments.	Debt.				
		Preparatory.		Regular.		Condi- tioned.		Special.		Total (including profes- sional and special depart- ments).		High school gradu- ates entering in 1915.		Number of standard units re- quired for admission.	Maximum number of entrance conditions allowed.	Number of semester hours re- quired for bachelor's degree.	Junior college. (X=Yes; O=No.)			Salaries of college teachers.	Maintenance.	Increase of plant and lasting im- provements.	Adminis- tration, including han- dling of institution's funds.
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.												
1	2	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
COLORADO.																							
Boulder.....	University of Colorado.....	0	0	385	436	35	27	17	12	892	462	188	170	15	1	122	O	\$26,300	\$92,800	\$11,500	\$23,000	\$300,436	0
Colorado Springs.....	Colorado College.....	0	0	142	285	17	14	14	55	318	382	67	125	15	1	120	O	58,166	365	21,233	9,890	148,305	0
University Park.....	University of Denver.....	35	27	228	276	15	20	27	14	707	397	119	133	15	1	124	O					90,000	
CONNECTICUT.																							
Hartford.....	Trinity College.....	0	0	230	0	0	0	5	0	235	0	85	0	14	2	120	O	42,480	82,508	47,040	10,812	83,835	\$5,000
New Haven.....	Yale University.....	0	0	1,263	0	220	0	0	0	1,083	222	408	0	14		120	O	280,000	418,000	115,000	114,000	1,777,134	0
DISTRICT OF COLUMBIA.																							
Washington.....	Gallaudet College.....	20	18	45	28	3	2			68	48	15	11	11	1	139	O	45,620	13,032	10,490	17,141	220,964	0
Do.....	George Washington Uni- versity.....	0	0	263	125	36	4	177	134	476	263	96	48	15	3	120	O						
Do.....	Howard University (col- ored).			262	71					1,130	311	84	16	15	2	120	O	35,675	20,118	6,865	15,980	203,964	0
FLORIDA.																							
Gainesville.....	University of Florida.....	0	0	71	0	4	0	21	0	410	0	51	0	15	2	124	O	28,070	7,629	3,229	6,100	170,297	0
Lake City.....	Columbia College.....	22	11	14	12	2	0	30	35	98	93	5	2	15	2	126	O	4,263				9,576	25,000
Tallahassee.....	Florida State College for	0	34	0	149	0	0	0	0	0	395	0	74	15	2	120	O	50,315	18,425	5,000		67,562	0

GEORGIA.														
Athens.....	0	0	281	0	22	0	0	0	1,402	0	75	0	14	0
Atlanta University (colored).....	120	15	33	12	7	4	0	0	189	276	2	2	18	0
Cox College.....	100	50	53	1	0	0	0	0	203	51	14	2	14	0
North Georgia Agricultural College.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deerfield.....	0	0	217	0	50	0	0	0	302	0	132	15	3	0
Agnes Scott College.....	0	0	0	0	0	0	0	0	111	107	0	15	44	0
Piedmont College.....	89	84	23	23	0	0	0	0	32	346	0	70	14	0
Bessie Tift College.....	0	64	0	109	0	25	0	39	0	378	0	15	3	0
Brennan College.....	0	0	0	149	0	11	0	49	0	378	0	15	3	0
Gabriel College.....	0	0	0	0	0	0	0	0	244	0	70	0	14	0
Emory University.....	0	0	145	0	63	0	36	0	216	0	15	3	130	0
Shorter College.....	0	54	0	115	0	10	0	35	0	216	0	15	3	0
IDAHO.														
University of Idaho.....	0	0	104	176	26	12	4	35	321	223	58	67	15	0
ILLINOIS.														
Aurora.....	25	13	17	13	0	0	22	19	62	45	15	2	120	0
Bloomington.....	26	41	108	110	16	9	0	250	160	0	15	1	128	0
Carle College.....	41	19	45	27	0	0	0	86	46	0	15	2	128	0
Blackburn College.....	230	125	24	239	1	1	11	94	523	523	23	165	15	0
De Paul University.....	771	0	121	0	0	0	0	0	147	0	111	0	130	0
Loyola University.....	36	36	114	159	9	6	8	40	247	523	66	93	15	0
James Millikin University.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Knox College.....	0	0	200	176	15	7	17	22	278	436	116	93	15	0
Illinois Woman's College.....	0	0	0	0	0	0	0	14	0	238	0	85	13	0
Lake Forest College.....	0	0	99	89	1	3	2	0	102	92	38	41	16	0
Frances Shimer School.....	0	81	0	83	0	0	0	0	114	0	13	15	1	0
Northwestern College.....	66	18	168	82	0	0	2	9	258	60	49	15	1	0
Rockford College.....	0	0	0	122	0	66	0	39	0	217	0	110	35	0
Rock Island.....	85	59	124	52	0	0	12	9	221	120	77	30	1	0
INDIANA.														
Bloomington.....	0	0	330	709	0	0	178	968	2,091	1,063	0	16	0	0
Clawson College.....	0	0	319	0	2	0	13	0	334	0	119	0	15	0
Earham College.....	0	0	139	163	22	16	9	23	180	251	7	4	15	0
Franklin College.....	0	0	117	119	2	4	10	123	131	55	58	16	128	0
De Pauw University.....	0	0	361	356	1	5	5	17	398	594	65	61	15	0
Butler College.....	0	0	111	194	49	40	45	15	168	249	71	94	15	0
University of Notre Dame.....	495	0	254	0	8	0	12	0	158	0	250	0	16	0
Upland.....	88	37	65	44	0	0	3	5	163	87	28	15	2	0
Taylor University.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 1.—Colleges of arts and sciences, 1915-16. PART II: Students, expenditures, and receipts—Continued.

Location.	Institution.	Students, requirements, degrees, and courses.										Expenditures for 1914-15.					Receipts for 1914-15, exclusive of donations to endowments.	Debt.					
		Preparatory.		Regular.		Conditioned.		Special.		Total (including professional and special departments).		High school graduates entering in 1915.		Number of standard units required for admission.	Maximum number of entrance conditions allowed.	Number of semester hours required for bachelor's degree.			Junior college. (X = Yes; O = No.)	Salaries of college teachers.	Maintenance.	Increase of plant and lasting improvements.	Administration, including handling of institution's funds.
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.										
1	2	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
IOWA.																							
	Iowa State Teachers College.			231	1,561			9	18	242	1,624			15	14	120	O	\$147,298	\$56,627	\$85,075	\$22,346	\$331,865	0
	Cedar Falls.....	22	4	218	248	10	1	2	8	274	367	100	100	15	1	124	O	29,734	4,140	67,350	6,800	63,452	\$260,000
	Clinton.....	46	0	28	0	0	0	0	0	0	74	0	0	15	11	120	O	12,000	5,600	5,000	3,000	19,707	80,000
	Des Moines.....	27	43	96	129	0	0	0	0	148	206	30	44	15	11	120	O	40,000	19,560	5,000	10,000	189,718	283,000
	Do.....	0	0	220	190	10	0	30	42	508	1,014	81	42	15	1	120	O	12,500	4,908	21,318	4,718	40,902	61,875
	Fairfield.....	25	15	78	68	3	6	0	0	106	89	42	24	15	1	120	O	183,528	174,626	284,956	28,313	986,513	0
	Iowa City.....	0	0	676	674	101	45	35	46	1,767	882	316	300	15	1	120	O	32,050	568	2,726	10,383	132,079	0
	Mount Vernon.....	42	44	234	310	0	0	0	0	369	553	98	106	15	1	124	O	10,365	2,003	800	1,500	18,850	6,744
	Pella.....	18	5	29	31	0	0	2	2	69	78	8	12	15	...	128	O	20,600	6,585	3,725	6,000	46,344	...
	Sioux City.....	51	39	155	221	...	2	23	274	525	65	90	15	2	120	O	8,350	1,939	...	3,000	20,072	50,000	...
	Storm Lake.....	8	9	27	34	2	0	0	0	37	45	9	13	15	...	120	O	12,200	2,400	38,000	2,500	25,000	1,200
KANSAS.																							
	Atchison.....	30	24	35	39	2	1	8	15	104	134	15	12	15	1	120	O	22,820	16,268	2,903	3,499	39,549	61,635
	Emporia.....	0	0	117	120	2	0	1	3	133	211	53	57	15	1	120	O	14,200	3,000	35,000	2,000	38,978	38,900
	Ottawa.....	51	41	94	103	0	0	0	7	145	151	43	36	15	1	120	O	14,200	3,000	35,000	2,000	20,045	19,000
	Salina.....	36	34	84	90	0	0	0	0	138	207	31	47	15	1	120	O	12,200	2,400	38,000	2,500	25,000	1,200

TABLE 1.—Colleges of arts and sciences, 1915-16. PART II: Students, expenditures, and receipts—Continued.

Location.		Institution.		Students, requirements, degrees, and courses.																Expenditures for 1914-15.					Receipts for 1914-15, exclusive of addi-	Debt.			
				Prepara-tory.		Regular.		Condi-tioned.		Special.		Total (including profes-sional and special depart-ments).		High school gradu-ates enter-ing in 1915.		Number of standard units re-quired for admission.	Maximum number of entrance conditions allowed.	Number of semesters re-quired for bachelor's degree.	Junior college. (X=Yes; O=No.)	Salaries of college teachers.				Maintenance.	Increase of plant and lasting im-provements.	Adminis-tration, including han-dling of institution's funds.			
1	2	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44						
		Men.	Women.		Men.	Women.		Men.	Women.		Men.	Women.																	
MINNESOTA.																													
Collegeville.....	St. John's University.....	93	0	31	0	0	0	0	0	123	0	4	0	16	128	0	15,209	\$1,016	\$927	\$1,500	\$21,007	\$15,000							
Minneapolis.....	Augsburg Seminary.....	0	0	211	235	0	0	0	0	219	266	81	85	15	144	0	63,698	25,217	95,350	13,945	204,584	51,161							
Northfield.....	Carlton College.....	0	0	222	194	0	0	0	0	224	194	108	135	15	120	0	30,350	13,750	7,000	8,415	63,264	0							
St. Paul.....	Hamline University.....	3	8	158	135	1	2	0	2	177	184	60	63	15	127	0	24,554	5,922	6,665	5,846	56,796	0							
Do.....	Macalester College.....	0	130	0	125	0	8	0	8	351	0	63	15	1	120	0	35,000	12,847	53,000	10,000	10,000	120,000							
Do.....	College of St. Catherine.....	21	23	102	64	0	0	2	0	183	187	28	24	15	130	0	13,938		1,682	2,760	42,265	35,000							
St. Peter.....	Gustavus Adolphus Col-lege.....	0	100	0	140	0	0	0	0	0	240			16	120	0	15,000				72,500	200,000							
Winona.....	College of St. Teresa.....																												
MISSISSIPPI.																													
Clinton.....	Mississippi College.....	56	0	314	0	10	0	0	0	425	0			14	2	64	0					60,263							
Meridian.....	Meridian College.....	13	19	75	150	0	0	29	78	155	500			14	2	120	0												
University.....	University of Mississippi.....			268	75	26	3	34	6	547	84			14	2	130	0	40,000	17,800	13,000	9,000								
MISSOURI.																													
Columbia.....	Stephens College.....	0	18	0	127	0	0	0	0	0	297	0	74	15	1	60	X	9,786	2,795	4,238	4,411	49,000	20,000						
Fulton.....	Westminster College.....	43	0	106	0	0	0	13	0	162	0	49	0	15	1	132	0	12,610	3,139	0	3,030	31,800							
Liberty.....	William Jewell College.....	190	0	279	0	0	0	0	0	469	0			12	2	124	0	21,491	8,114	56,338	8,015	84,047	44,000						
Parkville.....	Park College.....	96	70	215	212	9	10	0	0	230	258	55	50	15	2	140	0	23,350	6,740	2,328	2,328	91,708							

NORTH DAKOTA.		60	67	138	84	11	4	17	24	440	392	74	40	18	1	.....	0	116,204	47,203	26,981	204,497	38,500
University of North Dakota.																						
OHIO.																						
Akron.....		0	0	127	58	10	1	6	14	143	73	49	18	15	1	128	0	28,126	12,127	2,490	6,949	5,346
Municipal University of Akron.																						
Ohio University.....		0	0	320	123	15	6	66	90	401	219	87	33	15	1	120	0	36,160	20,251	17,963	13,380	419,250
Baldwin-Wallace College.....		186	17	126	94	.....	.....	10	14	633	295	35	39	15	2	120	0	24,541	5,976	.....	2,417	52,660
Bluffton.....		24	24	45	56	.....	.....	7	8	158	179	21	31	15	.....	120	0	7,020	1,200	.....	10,456	70,000
Cedarville.....		.....	.....	.....	.....	.....	.....	.....	.....	63	6	10	16	.....	.....	120	0	6,168	1,172	.....	933	7,708
University of Cincinnati.....		0	0	292	533	0	0	209	347	1,247	1,225	.....	.....	16	2	124	0	124,606	71,508	42,122	44,714	897,985
Western Reserve University.		0	0	398	418	15	19	10	17	441	565	.....	.....	15	2	124	0	138,922	15,467	.....	438,278	0
Columbus.....		95	0	97	0	9	0	12	0	213	0	34	0	15	2	140	0	17,450	1,557	30,590	2,200	24,883
Capital University.....																	0					
St. Mary College.....		34	28	95	116	4	0	0	0	164	231	30	45	15	1	120	0	15,269	1,534	9,892	12,903	41,698
Defiance.....		21	7	474	406	27	13	44	45	573	597	148	143	15	2	120	0	66,777	28,529	5,300	16,148	146,300
Ohio Wesleyan University.																	0					
Kenyon College.....		0	0	131	0	11	0	8	0	151	0	52	0	15	2	128	0	21,688	10,919	2,348	4,750	66,841
Marietta College.....		0	0	182	54	2	0	2	18	186	69	76	21	15	0	128	0	22,795	5,652	1,506	7,000	42,929
New Concord.....		70	87	150	108	0	0	0	0	416	242	50	31	15	2	128	0	9,358	5,043	3,513	50,016	97,000
Muskingum College.....		0	0	336	169	0	0	3	1	361	429	.....	.....	15	1	120	0	83,060	25,704	26,837	9,217	326,734
Miami University.....		0	0	0	125	0	3	0	2	0	246	0	60	15	1	124	0	12,000	4,902	1,500	7,438	52,127
Oxford College for Women.																	0					
Western College for Women.		0	0	0	263	0	0	0	0	0	263	0	103	15	1	120	0	26,752	11,744	8,765	8,850	112,384
Do.....																	0					
Painesville.....		0	0	0	139	0	0	0	1	0	150	0	54	15	1	120	0	25,220	9,392	6,336	12,337	76,189
Rio Grande.....		95	73	30	25	0	0	0	0	130	128	.....	.....	15	1	120	0	4,000	1,150	1,500	8,200	15,000
Westerville.....		33	20	164	105	10	5	0	2	223	271	45	90	15	.....	128	0	19,470	7,584	750	3,824	59,196
Wooster.....		121	96	278	201	18	14	3	3	464	401	115	78	15	1	124	0	50,971	22,018	45,970	10,045	15,172
College of Wooster.....																	0					
OKLAHOMA.																	0					
Guthrie.....		25	18	31	15	2	0	3	13	102	131	14	6	15	2	120	0	10,000	1,810	50	3,215	14,315
Methodist University of Oklahoma.																	0					
Kingfisher College.....		.....	.....	22	16	2	0	1	0	25	16	6	2	15	1	128	0	9,600	2,435	1,688	511	17,268
University of Oklahoma.....		0	0	566	351	0	0	126	187	1,062	615	.....	.....	15	1	124	0	73,451	59,210	7,728	35,306	231,147
OREGON.																	0					
Albany College.....		7	13	28	27	0	0	2	4	43	98	17	15	15	2	120	0	11,450	3,395	490	3,409	22,225
Forest Grove.....		0	0	48	44	2	4	5	62	130	17	22	15	1	120	0	11,700	5,442	1,544	2,892	21,802	
McMinnville College.....		64	82	44	30	6	0	4	122	123	23	16	15	1	140	0	13,675	1,928	7,000	7,000	30,664	
Newberg.....		22	20	112	17	0	0	0	5	53	94	9	17	15	.....	135	0	8,760	1,663	1,000	2,683	7,500
Portland.....		0	0	20	147	0	0	0	0	110	147	.....	.....	15	0	.....	0	44,325	17,203	.....	6,000	122,869
Salem.....		34	12	100	115	0	0	12	3	192	194	44	48	15	2	124	0	12,000	3,375	900	5,540	39,080
Willamette University.....																	0					
PENNSYLVANIA.																	0					
Moravian College.....		.....	.....	31	0	0	0	0	0	34	0	9	0	174	2	120	0	9,500	1,435	3,000	.....	32,402
Bethlehem.....		.....	.....	451	.....	0	57	0	2	0	453	.....	.....	20	5	120	0	110,133	60,940	17,327	28,653	380,562
Bryn Mawr.....																	0					
Bryn Mawr College.....																	0					

TABLE 1.—Colleges of arts and sciences, 1915-16. PART II: Students, expenditures, and receipts—Continued.

Location.	Institution.	Students, requirements, degrees, and courses.																Expenditures for 1914-15.					Receipts for 1914-15, exclusive of additions to endowments.	Debt.
		Preparatory.		Regular.		Conditioned.		Special.		Total (including professional and special departments).		High school graduates entering in 1915.		Number of standard units required for admission.	Maximum number of entrance conditions allowed.	Number of bachelor's degrees conferred.	Junior college. (X=Yes; O=No.)	Salaries of college teachers.	Maintenance.	Increase of plant and lasting improvements.	Administration, including handling of institution's funds.			
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
PENNSYLVANIA—contd.																								
Beaver.	Beaver College.	0	21	0	37	0	0	0	18	0	120	0	52	15	2	120	0							
Chambersburg.	Wilson College.	0	0	162	0	0	0	0	10	0	196	0	32	14	2	120	0							
Easton.	Lafayette College.	0	0	472	0	0	0	5	0	477	0	0	0	13	2	120	0							
Gettysburg.	Pennsylvania College.	74	6	280	14	12	1	33	1	399	22	112	2	15	3	120	0							
Haverford.	Haverford College.	0	0	161	0	0	0	19	0	186	0	51	0	14	2	120	0							
Lancaster.	Franklin and Marshall College.	0	0	291	0	12	0	16	0	291	0	67	0	14	2	120	0							
Lincoln University.	Lincoln University (colored).	0	0	143	0	0	0	20	0	212	0	57	0	15	0	120	0							
Meadville.	Allegheny College.	0	0	220	163	0	0	11	1	241	164	84	54	15	2	120	0							
Mechanicsburg.	Irving Female College.	0	0	0	31	0	0	0	0	0	107	15	7	13	3	140	0							
Myers town.	Albright College.	18	8	96	25	25	0	10	0	160	78	15	10	16	1	124	0							
New Wilmington.	Westminster College.	4	2	97	84	2	0	9	0	112	86	34	26	15	1	120	0							
Philadelphia.	Drexel Institute.	41	0	148	391	3	3	2	0	191	391	26	177	14	24	128	0							
Do.	University of Pennsylvania.	0	0	635	880	0	0	3	0	639	870	15	15	15	2	128	0							
Selinsgrove.	Susquehanna University.	54	18	110	15	8	7	10	6	192	111	37	5	14	5	120	0							
State College.	Pennsylvania State College.	.....	.....	144	29	0	0	8	11	152	40	51	10	14	0	138	0							
Swarthmore.	Swarthmore College.	0	0	125	230	0	0	1	5	214	237	45	70	14	2	124	0							

TABLE 1.—Colleges of arts and sciences, 1915-16. PART II: Students, expenditures, and receipts—Continued.

Location.	Institution.	Students, requirements, degrees, and courses.														Expenditures for 1914-15.				Receipts for 1914-15, exclusive of addi- tions to endowments.	Debt.		
		Prepara- tory.		Regular.		Condi- tioned.		Special.		Total (including profes- sional and special depart- ments).		High school gradu- ates enter- ing in 1915.		Number of standard units re- quired for admission.	Maximum number of entrance conditions allowed.	Number of semester hours re- quired for bachelor's degree.	Junior college. (X=Yes; O=No.)	Salaries of college teachers.	Maintenance.			Increase of plant and lasting im- provements.	Adminis- tration, including han- dling of institution's funds.
		Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.										
1	2	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
VIRGINIA.																							
Bridgewater.....	Bridgewater College.....	40	22	41	28	0	0	0	0	84	75	8	11	14	2	120	O	\$7,200	\$1,901	\$1,567	\$33,241	\$22,450	0
Charlottesville.....	University of Virginia.....	0	0	468	0	0	0	55	0	523	0	148	0	14	2	120	O	98,406	53,302	70,000	926	444,315	\$200,000
Danville.....	Roanoke Institute.....	0	100	0	26	0	5	0	0	188	0	8	15	15	21	120	O	38,801	16,271	44,683	16,292	104,759	0
Emory.....	Emory and Henry Col- lege.....	62	0	176	0	0	0	0	0	238	0	0	0	14	2	128	X	12,375	4,683	945	53,254	53,254	0
Hampden-Sid- ney.....	Hampden-Sidney Col- lege.....	0	0	102	0	15	0	1	0	118	0	38	0	14	2	120	O	12,375	4,683	945	2,789	25,712	0
Hollins.....	Hollins College.....	0	84	0	106	0	0	0	28	0	218	0	45	14	2	120	O	11,450	8,753	28,946	926	107,480	0
Lexington.....	Washington and Lee University.....	0	0	331	0	24	0	14	0	511	0	116	0	14	2	126	O	38,801	16,271	44,683	16,292	104,759	0
Lynchburg.....	Randolph-Macon Wo- man's College.....	0	0	503	0	84	0	121	0	632	0	241	15	2	120	O	53,735	12,965	2,636	9,737	202,900	42,000	
Richmond.....	Richmond College.....	0	0	211	76	37	38	20	3	268	131	77	45	15	3	120	O	53,199	8,538	500	9,357	38,113	3,000
Do.....	Virginia Union Univer- sity (colored).....	228	0	59	6	5	0	3	1	62	7	22	5	15	2	160	O	6,000	8,538	500	500	38,113	3,000
Williamsburg..	College of William and Mary.....	64	0	178	0	0	0	0	0	242	0	50	0	14	2	120	O	24,400	3,938	27,308	8,560	53,550	18,000
WASHINGTON.																							
Seattle.....	University of Washing- ton.....	0	0	719	956	51	44	43	39	1,726	1,272	477	349	15	2	120	O	199,532	95,356	1,926	50,987	540,073	0
Spokane.....	Spokane.....	41	40	2	8	0	0	0	0	43	48	2	0	16	1	120	X	5,000	971	500	8,400	8,400	0

WEST VIRGINIA.		22	7	20	14	3	1	2	3	95	41	10	10	14	2	124	O	6,042	4,435	4,080	16,000	18,000
Elkins.																						
WISCONSIN.																						
Appleton.		0	0	204	270	0	0	3	13	338	476	131	121	15	2	128	O	28,776	18,711	3,888	110,566	6,500
Beloit.		0	0	246	142	0	0	0	0	246	142	115	43	15	0	120	O	60,006	27,619	6,082	138,298	0
University of Wisconsin.		1,034	1,066					58	43	3,146	514	507	320	14	0	120	O	483,174	183,080	120,021	121,518	2,707,701
Madison.		8	13	28	33	2	1	3	5	166	80	14	15	15	2	128	O	9,233	2,845	5,790	20,835	2,200
Milton.		142	0	54	0	0	0	0	0	196	0	0	0	0			X	10,680	3,275	4,500	28,455	100
Concordia College.																						
Marquette University.																						
Do.		0	0	0	190	0	10	0	34	0	347	0	96	15	1	120	O	21,870	16,507	17,132	10,664	131,164
Milwaukee-Downer College.																						
Mission House.																						
Plymouth.		36	2	35	1	0	0	3	0	97	3	4	0	15								
Prairie du Chien.		285	0	80	0	0	0	0	0	365	0	180	0	16	2	142	O				65,770	
Ripon.		0	0	164	93	1	1	0	0	182	159				15	2	124	O	18,720	10,511	47,611	80,784
St. Clara College and Academy.		0	75	0	47	0	0	0	22	0	160	0	36	15						5,100	20,000	43,170
Sinsinawa.																						45,000

FINANCIAL FOUNDATION.

Suggested Requirements I and II.—I. A college of arts and sciences should have an annual income of at least \$40,000. At least three fifths of an income as small as \$40,000 should be expended for salaries for teaching and administration. Exception is made of certain denominational institutions whose teaching staffs work without salaries.

II. A study of conditions at numerous substantial institutions indicates that college work of standard grade costs somewhere in the neighborhood of \$200 a year per student. The minimum productive endowment for a college of arts and sciences should be \$250,000. It is noted, however, that with advancing prices this amount should be rapidly increased; probably twice as much will be needed in the near future to give an institution the assurance of stability. Institutions should strive to bring their endowment to the point where it will yield at least half the money needed for annual expenses.

TABLE 2.—Productive endowment, income, and debt, 1914-15.

[Tax-supported institutions are marked with † and Roman Catholic institutions with *.]

Institutions.	Endowment.	Income.	Debt.
University of Alabama†	\$627,467	\$210,421	
University of Arizona†	10,500	423,021	
Central college, Arkansas		29,193	\$24,00
Hendrix College, Arkansas	295,000	39,966	58,88
Pomona College, California	673,198	347,133	
Occidental College, California	312,000	50,727	8,00
Mills College, California	486,310	80,774	
University of Redlands, California	97,000	50,505	125,52
University of Santa Clara,* California		274,200	
Leland Stanford Junior University, California	23,975,338	1,235,891	
University of Colorado†	83,000	300,436	
Colorado College	1,042,592	148,887	
University of Denver, Colorado	420,000	140,000	
Trinity College, Connecticut	1,226,801	83,835	5,00
Yale University, Connecticut	16,152,836	1,777,134	
Gallaudet College, District of Columbia			
George Washington University, District of Columbia	136,340	220,954	
Howard University (colored), District of Columbia	309,018	203,964	
University of Florida†	219,650	170,297	
Columbia College, Florida		97,885	25,00
Florida State College for Women†		286,302	
University of Georgia†	372,270	62,927	42,70
Atlanta University (colored), Georgia	107,563	31,000	
Cox College, Georgia		38,700	
North Georgia Agricultural College		94,711	35,10
Agnes Scott College, Georgia	175,568	34,719	11,00
Piedmont College, Georgia	105,000	56,000	87,00
Bessie Tift College, Georgia	6,000	151,880	27,00
Brenau College, Georgia			65,50
Emory University, Georgia			
Shorter College, Georgia	50,000	70,580	
University of Idaho†	666,346	264,867	
Aurora College, Illinois			
Illinois Wesleyan University	373,729	49,851	
Blackburn College, Illinois	248,813	14,618	13,00
De Paul University,* Illinois		53,434	
Loyola University, Illinois			
James Millikin University, Illinois	208,777	96,588	
Knox College, Illinois	504,463	71,155	89,00
Illinois Woman's College	123,155	104,984	
Lake Forest College, Illinois	832,938	216,153	
Frances Shimer School, Illinois	78,926	43,823	30,00
Northwestern College, Illinois	250,529	40,082	55,00
Rockford College, Illinois	208,976	92,189	13,00

TABLE 2.—*Productive endowment, income, and debt, 1914-15—Continued.*

[Tax-supported institutions are marked with † and Roman Catholic institutions with *.]

Institutions.	Endowment.	Income.	Debt.
Augustana College, Illinois.....	\$441,764	\$99,914	\$69,075
Indiana University†.....	744,000	15,000	0
Wabash College, Indiana.....	739,800	57,702	0
Earlham College, Indiana.....	493,538	117,551	0
Franklin College, Indiana.....	300,519	48,263	0
De Pauw University, Indiana.....	1,425,969	127,726	0
Butler College, Indiana.....		45,314	0
University of Notre Dame,* Indiana.....			0
Taylor University, Indiana.....	1,290	47,135	34,500
Iowa State Teachers College†.....		331,865	0
Coe College, Iowa.....	750,000	63,452	260,000
Wartburg College, Iowa.....	19,000	19,797	0
Des Moines College, Iowa.....	111,000	51,229	80,000
Drake University, Iowa.....	804,768	189,718	283,000
Parsons College, Iowa.....	235,176	38,217	61,875
State University of Iowa†.....	494,338	996,513	0
Cornell College, Iowa.....	861,223	132,079	0
Central University of Iowa.....	89,826	18,850	6,744
Morningside College, Iowa.....	400,000	46,344	0
Bruna Vista College, Iowa.....	25,000	20,072	50,000
Midland College, Kansas.....	85,000	25,000	1,200
College of Emporia, Kansas.....	112,000	36,549	61,635
Ottawa University, Kansas.....	236,786	38,978	38,900
Kansas Wesleyan University.....	115,000	20,045	19,000
Cooper College, Kansas.....	139,271	21,453	8,000
Washburn College, Kansas.....	363,377	78,753	60,000
Southwestern College, Kansas.....	130,000	43,615	0
Ogden College, Kentucky.....	200,000	11,018	0
Centre College, Kentucky.....			0
Georgetown College, Kentucky.....	275,000	41,215	22,000
University of Kentucky†.....	205,000	321,082	30,552
Pennsylvania College, Kentucky.....	319,612	41,270	0
University of Louisville,† Kentucky.....		70,250	0
Bethel College, Kentucky.....	63,800	12,490	8,569
H. Sophie Newcomb Memorial College, Louisiana.....	2,765,000	166,836	0
Loyola University,* Louisiana.....			0
Bowdoin College, Maine.....	2,312,868	151,563	0
Bates College, Maine.....	749,993	89,809	3,500
University of Maine†.....	252,050	364,042	108,842
St. John's College, Maryland.....		53,000	0
Goucher College, Maryland.....	473,881	212,569	0
Johns Hopkins University, Maryland.....	7,287,077	628,830	0
Morgan College (colored), Maryland.....	56,000	34,213	25,000
Washington College, Maryland.....		62,795	5,000
Rock Hill College,* Maryland.....		26,000	0
Hood College, Maryland.....	42,500	71,840	111,700
Maryland College for Women.....			40,000
Amherst College, Massachusetts.....	2,736,058	221,817	0
Boston University, Massachusetts.....	1,308,869	222,474	0
Harvard University, Massachusetts.....	28,471,046	3,019,602	0
Smith College, Massachusetts.....	2,182,296	736,734	0
Wheaton College, Massachusetts.....	896,310	119,676	0
Mount Holyoke College, Massachusetts.....	1,426,173	336,998	0
Tufts College, Massachusetts.....	3,020,204	301,955	0
Clark College, Massachusetts.....	1,300,000	85,250	0
Alma College, Michigan.....	401,070	54,673	10,366
University of Michigan.....	963,193	2,321,241	0
St. John's University,* Minnesota.....		71,145	0
Augustine Seminary, Minnesota.....	32,570	21,007	15,000
Carleton College, Minnesota.....	871,937	204,584	51,161
Hamline University, Minnesota.....	842,000	63,264	0
Macalester College, Minnesota.....	468,739	55,796	0
College of St. Catherine,* Minnesota.....			120,000
Gustavus Adolphus College, Minnesota.....	265,000	42,295	35,000
College of St. Teresa,* Minnesota.....		72,500	200,000
Mississippi College.....	125,000	60,293	0
Meridian College, Mississippi.....			0
University of Mississippi.....	700,000	269,500	23,000
Stephens College, Missouri.....	40,000	49,000	20,000
Westminster College, Missouri.....			31,000
William Jewell College, Missouri.....	853,085	84,047	44,000
Park College, Missouri.....	453,876	91,708	0
Lindenwood College, Missouri.....	22,000	128,307	0
Forest Park College, Missouri.....			0
St. Louis University, Missouri.....			0
Washington University, Missouri.....	6,455,804	716,471	0
Drury College, Missouri.....	250,000	54,084	0
Central Wesleyan College, Missouri.....	209,000	24,607	39,000
University of Montana†.....		215,945	0

TABLE 2.—*Productive endowment, income, and debt, 1914-15—Continued.*

[Tax-supported institutions are marked with † and Roman Catholic institutions with *.]

Institutions.	Endowment.	Income.	Debt.
Bellevue College, Nebraska.....	\$15,085	\$36,155	\$24,000
Union College, Nebraska.....		66,150	0
Doane College, Nebraska.....	282,757	45,448	40,765
University of Nebraska†.....	787,255	1,368,039	0
New Hampshire College of Agriculture and Mechanic Arts†.....	950,000	273,236	0
College of St. Elizabeth,* New Jersey.....		48,675	.....
Uppsala College, New Jersey.....		13,158	21,620
University of New Mexico.....		62,577	0
New York State College for Teachers†.....		110,103	0
Alfred University, New York.....	411,963	36,307	0
St. Stephen's College, New York.....	102,733	40,546	40,000
Wells College, New York.....	404,400	146,774	40,000
St. Lawrence University, New York.....	747,940	236,341	2,000
Elmira College, New York.....	119,780	104,543	0
Hobart College, New York.....	750,073	125,890	0
College of New Rochelle,* New York.....		70,289	52,122
Barnard College, New York.....	1,586,137	262,423	0
Columbia University, New York.....	30,900,471	4,204,937	0
College of the City of New York†.....		528,108	0
Hunter College of the City of New York†.....		550,124	0
New York University.....	1,393,805	630,415	645,000
Vassar College, New York.....	1,600,105	774,613	.....
University of Rochester, New York.....	1,650,629	139,996	0
Union University, New York.....	982,173	140,117	0
University of North Carolina†.....	148,594	261,658	109,315
Davidson College, North Carolina.....	285,000	51,830	0
Trinity College, North Carolina.....	1,395,292	118,829	0
Elon College, North Carolina.....	86,460	52,686	52,515
Gulford College, North Carolina.....	175,000	43,600	60,000
Shaw University (colored), North Carolina.....	51,122	37,257	.....
Weaver College, North Carolina.....			13,200
Salem Academy and College, North Carolina.....	170,266	113,367	.....
University of North Dakota†.....	1,705,761	268,947	38,500
Municipal University of Akron,† Ohio.....	82,753	65,833	5,346
Ohio University†.....	150,000	419,250	0
Baldwin-Wallace College, Ohio.....	535,102	46,447	52,650
Bluffton College, Ohio.....	45,000	10,456	70,000
Cedarville College, Ohio.....	85,907	7,708	0
University of Cincinnati,† Ohio.....	869,671	867,985	.....
Western Reserve University, Ohio.....	3,528,608	438,278	0
Capital University, Ohio.....	145,309	24,883	.....
St. Mary College,* Ohio.....			20,000
Defiance College, Ohio.....	273,266	41,688	.....
Ohio Wesleyan University.....	990,100	145,300	.....
Kenyon College, Ohio.....	509,002	66,841	18,000
Marietta College, Ohio.....	556,428	42,929	0
Muskingum College, Ohio.....	123,124	50,016	97,000
Miami University,† Ohio.....	109,775	328,734	0
Oxford College for Women, Ohio.....	1,000	53,127	15,155
Western College for Women, Ohio.....	193,616	112,364	0
Lake Erie College, Ohio.....	244,852	76,189	15,000
Rio Grande College, Ohio.....	78,000	8,200	3,000
Ottarbein University, Ohio.....	250,000	59,196	36,770
College of Wooster, Ohio.....	1,229,578	210,004	3,434
Methodist University of Oklahoma.....	65,000	14,315	4,000
Kingfisher College, Oklahoma.....	133,813	17,268	0
University of Oklahoma†.....	3,670,000	231,147	0
Albany College, Oregon.....	204,219	22,225	54,000
Pacific University, Oregon.....	224,554	31,802	45,000
McMinnville College, Oregon.....	60,450	27,247	30,665
Reed College, Oregon.....	3,000,000	122,850	0
Pacific College, Oregon.....	110,000	7,500	21,570
Willamette University, Oregon.....	516,555	39,080	28,000
Moravian College, Pennsylvania.....	108,352	33,402	0
Bryn Mawr College, Pennsylvania.....	2,002,300	280,562	51,265
Beaver College, Pennsylvania.....	12,000	24,667	0
Wilson College, Pennsylvania.....	71,475	65,416	13,000
Lafayette College, Pennsylvania.....	620,128	130,484	126,232
Pennsylvania College.....	390,000	65,000	0
Haverford College, Pennsylvania.....	2,000,268	160,588	96,578
Franklin and Marshall College, Pennsylvania.....	485,645	47,705	0
Lincoln University (colored), Pennsylvania.....	280,453	35,951	21,709
Allegheny College, Pennsylvania.....	425,000	102,568	11,882
Irving Female College, Pennsylvania.....		35,541	.....
Albright College, Pennsylvania.....	300,000	41,487	0
Westminster College, Pennsylvania.....	435,390	69,914	80,000
Drexel Institute, Pennsylvania.....	2,000,000	95,138	.....
University of Pennsylvania.....	6,025,177	1,738,088	.....
Susquehanna University, Pennsylvania.....	72,000	31,000	50,000

TABLE 2.—*Productive endowment, income, and debt, 1914-15—Continued.*

[Tax-supported institutions are marked with † and Roman Catholic institutions with *.]

Institutions.	Endow- ment.	Income.	Debt.
Pennsylvania State College†	\$598,913	\$241,809	0
Swarthmore College, Pennsylvania	1,627,447	927,009	0
Washington and Jefferson College, Pennsylvania	914,396	68,941	\$118,323
Waynesburg College, Pennsylvania	86,060	20,685	2,000
College of Charleston,† South Carolina	306,300	22,102	0
University of South Carolina†		●142,227	0
Furman University, South Carolina		49,447	0
Columbia College, South Carolina			0
Converse College, South Carolina	156,358	74,567	0
Wofford College, South Carolina	194,179	39,578	42,486
University of South Dakota†		194,772	0
King College, Tennessee	25,000		0
University of Chattanooga, Tennessee	407,519	49,917	72,000
Tusculum College, Tennessee	177,851	64,011	0
Knoxville College (colored), Tennessee	10,500	41,580	10,336
Milligan College, Tennessee			7,000
Tennessee College		52,536	23,077
George Peabody College for Teachers, Tennessee	2,000,000	169,243	0
Flak University (colored), Tennessee	190,592	54,242	6
Vanderbilt University, Tennessee	2,150,000	268,292	1
University of the South, Tennessee		131,736	325,40
University of Texas†	2,000,000	602,609	0
Howard Payne College, Texas		22,000	00
Rice Institute, Texas	10,000,000	529,000	100,000
Austin College, Texas	180,000	82,880	420,94
Baylor University, Texas	305,904	148,919	0
University of Utah†		241,919	0
Middlebury College, Vermont	518,983	126,925	0
St. Michael's College,* Vermont		22,450	0
Bridgewater College, Virginia	20,168	25,414	0
University of Virginia†	2,211,472	444,315	200,000
Roanoke Institute, Virginia			0
Emory and Henry College, Virginia	25,000	53,264	0
Hampden-Sidney College, Virginia	180,664	25,712	0
Hollins College, Virginia		107,489	0
Washington and Lee University, Virginia	878,902	104,756	0
Randolph-Macon Woman's College, Virginia	262,000	202,900	42,000
Richmond College, Virginia			0
Virginia Union University (colored)	100,000	38,113	3,000
College of William and Mary,† Virginia	151,327	53,550	18,000
University of Washington†	5,000,000	564,804	0
Spokane College, Washington			0
Davis and Elkins College, West Virginia	100,000	16,600	18,508
Lawrence College, Wisconsin	896,211	110,566	6,500
Beloit College, Wisconsin	1,339,241	138,298	0
University of Wisconsin†	782,662	2,767,701	2,200
Milton College, Wisconsin	145,153	20,835	900
Concordia College, Wisconsin	8,500	28,455	0
Milwaukee-Downer College, Wisconsin	216,207	131,164	0
Mission House, Wisconsin	20,000		0
Campion College,* Wisconsin	50,000	65,770	0
Ripon College, Wisconsin	252,199	60,754	0
St. Clara College and Academy,* Wisconsin		35,134	45,000

TABLE 7.—*Faculty—Number holding bachelor's degree, master's degree, and doctor's degree (excluding honorary degrees), 1915-16.*

Institutions.	Total number of members of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher.	Number holding doctor's degree (excluding honorary degrees).
University of Alabama.....	24	5	8	10
University of Arizona.....	28	7	10	6
Central College, Arkansas.....	18	6	3	1
Hendrix College, Arkansas.....	13	7	6	0
Pomona College, California.....	45	17	12	12
Occidental College, California.....	22	5	6	8
Mills College, California.....	34	11	7	5
University of Redlands, California.....	20	7	6	0
University of Santa Clara, California.....	8			
Leland Stanford Junior University, California.....	145	28	37	71
University of Colorado.....	76	22	23	24
Colorado College.....	35	9	14	8
University of Denver, Colorado.....	31	7	11	10
Trinity College, Connecticut.....	25	4	9	13
Yale University, Connecticut.....	104	4	16	82
Gallaudet College, District of Columbia.....	16	4	6	2
George Washington University, District of Columbia.....	38	4	9	14
Howard University (colored), District of Columbia.....	25	12	11	2
University of Florida.....	17	4	2	10
Columbia College, Florida.....	20	6	1	1
Florida State College for Women.....	21	5	5	7
University of Georgia.....	31	3	13	13
Atlanta University (colored), Georgia.....	17	4	3	1
Cox College, Georgia.....	11	5	9	1
North Georgia Agricultural College.....	14	7	2	0
Agnes Scott College, Georgia.....	28	3	13	8
Piedmont College, Georgia.....	16	11	2	0
Bessie Tift College, Georgia.....	25	18	2	1
Brenau College, Georgia.....	16	6	8	1
Emory University, Georgia.....	16	7	4	5
Shorter College, Georgia.....	12	9	4	0
University of Idaho.....	40	14	10	11
Aurora College, Illinois.....	12	6	0	2
Illinois Wesleyan University.....	18	5	8	1
Blackburn College, Illinois.....	12	9	1	1
De Paul University, Illinois.....	20	3	12	2
Loyola University, Illinois.....	18			
James Millikin University, Illinois.....	39	17	6	8
Knox College, Illinois.....	26	8	10	8
Illinois Woman's College.....	16	7	9	0
Lake Forest College, Illinois.....	20	5	7	7
Frances Shimer School, Illinois.....	18	8	3	1
Northwestern College, Illinois.....	12	2	9	1
Rockford College, Illinois.....	28	8	7	7
Augustana College, Illinois.....	14	4	6	1
Indiana University.....	233	28	59	55
Wabash College, Indiana.....	21	1	7	4
Earlham College, Indiana.....	34	9	12	11
Franklin College, Indiana.....	18	2	12	1
De Pauw University, Indiana.....	37	10	14	9
Butler College, Indiana.....	20	4	6	10
University of Notre Dame, Indiana.....	80	30	15	5
Taylor University, Indiana.....	21	10	2	2
Iowa State Teachers College.....	98	35	31	8
Coe College, Iowa.....	43	9	13	4
Wartburg College, Iowa.....	9	5	2	0
Des Moines College, Iowa.....	12	12	8	6
Drake University, Iowa.....	31	4	10	10
Parsons College, Iowa.....	12	3	8	1
State University of Iowa.....	148	27	51	50
Cornell College, Iowa.....	31	8	14	5
Central University of Iowa.....	17	6	6	2
Morningside College, Iowa.....	19	2	11	6
Buena Vista College, Iowa.....	10	10	3	7
Midland College, Kansas.....	18	4	8	2
College of Emporia, Kansas.....	18	5	11	1
Ottawa University, Kansas.....	11	3	7	1
Kansas Wesleyan University.....	23	1	10	1
Cooper College, Kansas.....	22	4	6	0
Washburn College, Kansas.....	10	8	12	8
Southwestern College, Kansas.....	24	4	8	2
Ogden College, Kentucky.....	8		3	0
Centre College, Kentucky.....	12	1	1	10

TABLE 3.—*Income and amount spent for salaries of college teachers—Continued.*

Institutions.	Income, 1914-15.	Spent for salaries of college teachers, 1914-15.
H. Sophie Newcomb Memorial College, Louisiana.....	\$166,936	\$53,270
Loyola University, Louisiana.....		
Bowdoin College, Maine.....	151,563	65,101
Bates College, Maine.....	89,809	44,896
University of Maine.....	364,042	134,087
St. John's College, Maryland.....	53,000	17,600
Goucher College, Maryland.....	212,569	44,741
Johns Hopkins University, Maryland.....	628,830	353,934
Morgan College (colored), Maryland.....	34,213	6,675
Washington College, Maryland.....	62,785	13,000
Back Hill College, Maryland.....	26,000	
Hood College, Maryland.....	71,840	18,075
Maryland College for Women.....		8,100
Amherst College, Massachusetts.....	221,817	
Boston University, Massachusetts.....	222,474	48,333
Harvard University, Massachusetts.....	3,019,602	550,723
Smith College, Massachusetts.....	736,734	229,159
Wheaton College, Massachusetts.....	119,676	24,475
Mount Holyoke College, Massachusetts.....	336,998	105,877
Tufts College, Massachusetts.....	301,955	
Clark College, Massachusetts.....	85,250	43,700
Alma College, Michigan.....	54,673	17,861
University of Michigan.....	2,321,241	326,906
St. John's University, Minnesota.....	71,145	
Angsburg Seminary, Minnesota.....	21,007	15,209
Carlson College, Minnesota.....	204,584	53,698
Hamline University, Minnesota.....	63,264	30,350
Macalester College, Minnesota.....	55,796	24,954
College of St. Catherine, Minnesota.....		38,000
Gustavus Adolphus College, Minnesota.....	42,295	13,938
College of St. Teresa, Minnesota.....	72,500	15,000
Mississippi College.....	60,293	
Methodist College, Mississippi.....		
University of Mississippi.....	269,500	40,000
Stephens College, Missouri.....	49,000	9,786
Westminster College, Missouri.....		12,610
William Jewell College, Missouri.....	84,047	21,491
Park College, Missouri.....	91,708	23,350
Lindenwood College, Missouri.....	128,307	7,500
Forest Park College, Missouri.....		
St. Louis University, Missouri.....	716,471	260,448
Washington University, Missouri.....	54,094	26,225
Drury College, Missouri.....	24,607	8,750
Central Wesleyan College, Missouri.....	215,945	64,995
University of Montana.....	36,155	11,500
Bellevue College, Nebraska.....	66,159	8,381
Union College, Nebraska.....	45,448	17,670
Dominion College, Nebraska.....	1,368,039	250,578
University of Nebraska.....	273,236	64,500
New Hampshire College of Agriculture and Mechanic Arts.....	48,675	10,000
College of St. Elizabeth, New Jersey.....	13,158	8,860
Upsala College, New Jersey.....	62,577	34,450
University of New Mexico.....	110,103	9,432
New York State College for Teachers.....	36,307	21,787
Alfred University, New York.....	40,546	17,000
St. Stephen's College, New York.....	146,774	40,288
Wells College, New York.....	236,341	23,790
St. Lawrence University, New York.....	104,543	32,733
Elmira College, New York.....	125,890	33,500
Hobart College, New York.....	70,299	7,536
College of New Rochelle, New York.....	262,423	130,330
Barnard College, New York.....	4,204,937	1,252,658
Columbia University, New York.....	526,108	319,325
College of the City of New York.....	550,124	287,546
Hunter College of the City of New York.....	630,415	52,261
New York University.....	774,613	181,498
Yassar College, New York.....	139,996	78,232
University of Rochester, New York.....	140,117	65,379
Union University, New York.....	261,658	75,629
University of North Carolina.....	51,830	27,185
Davidson College, North Carolina.....	118,829	63,142
Trinity College, North Carolina.....	52,686	15,800
Klon College, North Carolina.....	43,600	12,150
Guilford College, North Carolina.....	37,257	
Shaw University (colored), North Carolina.....		4,800
Waver College, North Carolina.....	113,367	19,370
Salmon Academy and College, North Carolina.....	268,947	115,200
University of North Dakota.....		

TABLE 7.—*Faculty—Number holding bachelor's degree, master's degree, and doctor's degree (excluding honorary degrees), 1915-16—Continued.*

Institutions.	Total number of members of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher.	Number holding doctor's degree (excluding honorary degrees).
University of North Carolina.....	52	4	21	26
Davidson College, North Carolina.....	13	1	4	7
Trinity College, North Carolina.....	28	7	9	12
Elon College, North Carolina.....	27	5	11	4
Guilford College, North Carolina.....	17	9	7	1
Shaw University (colored), North Carolina.....	29	7	1	0
Weaver College, North Carolina.....	8	3	2	0
Salem Academy and College, North Carolina.....	35	17	2	0
University of North Dakota.....	55	11	15	24
Municipal University of Akron, Ohio.....	21	5	10	3
Ohio University.....	36	6	15	8
Baldwin-Wallace College, Ohio.....	19	4	11	4
Bluffton College, Ohio.....	16	9	7	4
Cedarville College, Ohio.....	7	7	4	3
University of Cincinnati, Ohio.....	236	4	18	41
Western Reserve University, Ohio.....	79	79	9	13
Capital University, Ohio.....	14	3	7	3
St. Mary College, Ohio.....	16	2	4	7
Defiance College, Ohio.....	16	4	6	4
Ohio Wesleyan University.....	59	15	20	17
Kenyon College, Ohio.....	14	1	5	8
Marietta College, Ohio.....	18	5	2	7
Muskingum College, Ohio.....	38	6	11	2
Miami University, Ohio.....	31	7	8	16
Oxford College for Women, Ohio.....	19	4	1	7
Western College for Women, Ohio.....	32	12	10	6
Lake Erie College, Ohio.....	21	6	9	3
Rio Grande College, Ohio.....	10	4	3	1
Otterbein University, Ohio.....	17	2	7	6
College of Wooster, Ohio.....	32	11	12	8
Methodist University of Oklahoma.....	9	4	3	1
Kingfisher College, Oklahoma.....	9	3	5	1
University of Oklahoma.....	63	20	24	18
Albany College, Oregon.....	13	1	8	2
Pacific University, Oregon.....	20	7	5	1
McMinnville College, Oregon.....	16	6	3	0
Pacific College, Oregon.....	10	10	0	0
Reed College, Oregon.....	19	3	3	12
Willamette University, Oregon.....	13	1	7	4
Moravian College, Pennsylvania.....	8	2	1	5
Bryn Mawr College, Pennsylvania.....	43	1	3	39
Beaver College, Pennsylvania.....	8	1	7	0
Wilson College, Pennsylvania.....	24	8	10	5
Lafayette College, Pennsylvania.....	50	23	11	13
Pennsylvania College.....	26	6	7	11
Haverford College, Pennsylvania.....	25	2	5	15
Franklin and Marshall College, Pennsylvania.....	16	2	10	4
Lincoln University (colored), Pennsylvania.....	13	7	5	3
Allegheny College, Pennsylvania.....	25	4	9	10
Irving Female College, Pennsylvania.....	19	2	5	1
Albright College, Pennsylvania.....	10	2	6	2
Westminster College, Pennsylvania.....	20	2	7	1
Drexel Institute, Pennsylvania.....	69	25	9	1
University of Pennsylvania.....	154	14	23	114
Susquehanna University, Pennsylvania.....	23	4	11	3
Pennsylvania State College.....	93	23	42	22
Swarthmore College, Pennsylvania.....	39	8	10	19
Washington and Jefferson College, Pennsylvania.....	32	3	7	11
Waynesburg College, Pennsylvania.....	11	2	8	1
College of Charleston, South Carolina.....	8	3	3	2
Columbia College, South Carolina.....	21	2	7	2
University of South Carolina.....	32	6	12	9
Furman University, South Carolina.....	11	2	3	2
Converse College, South Carolina.....	13	4	5	3
Wofford College, South Carolina.....	13	2	5	6
University of South Dakota.....	36	11	14	10
King College, Tennessee.....	8	1	6	0
University of Chattanooga, Tennessee.....	9	0	5	4
Tusculum College, Tennessee.....	11	5	2	0
Knoxville College (colored), Tennessee.....	8	4	4	0
Milligan College, Tennessee.....	10	2	5	0
Tennessee College.....	6	2	3	1
George Peabody College for Teachers, Tennessee.....	100	23	21	33

TABLE 7.—*Faculty—Number holding bachelor's degree, master's degree, and doctor's degree (excluding honorary degrees), 1915-16—Continued.*

Institutions.	Total number of members of faculty.	Number holding only bachelor's degree.	Number holding master's degree and none higher.	Number holding doctor's degree (excluding honorary degrees).
Fisk University (colored), Tennessee.....	32	15	4	2
Vanderbilt University, Tennessee.....	35	9	8	18
University of the South, Tennessee.....	18	3	5	9
University of Texas.....	117	14	38	59
Howard Payne College, Texas.....	7	2	5	0
Rice Institute, Texas.....	41	13	9	18
Austin College, Texas.....	10	3	6	1
Baylor University, Texas.....	66	25	10	6
University of Utah.....	37	11	12	9
Middlebury College, Vermont.....	30	12	14	6
St. Michael's College, Vermont.....	11	7	2	0
Bridgewater College, Virginia.....	13	5	3	3
University of Virginia.....	59	10	13	21
Roanoke Institute, Virginia.....	8	5	2	1
Emory and Henry College, Virginia.....	10	2	4	4
Hampden-Sidney College, Virginia.....	10	1	3	4
Hollins College, Virginia.....	12	5	3	3
Washington and Lee University, Virginia.....	28	7	4	14
Randolph-Macon Woman's College, Virginia.....	46	13	10	12
Richmond College, Virginia.....	29	4	11	14
Virginia Union University (colored).....	12	8	3	1
College of William and Mary, Virginia.....	15	3	9	3
University of Washington.....	124	25	33	61
Spokane College, Washington.....	6	4	0	0
Davis and Elkins College, West Virginia.....	29	5	3	1
Lawrence College, Wisconsin.....	35	7	10	16
Beloit College, Wisconsin.....	41	5	13	22
University of Wisconsin.....	283	48	98	138
Milton College, Wisconsin.....	14	3	9	0
Concordia College, Wisconsin.....	9	0	0	1
Milwaukee Downer College, Wisconsin.....	35	8	8	4
Mission House, Wisconsin.....	9	0	3	2
Campton College, Wisconsin.....	15	10	2	0
Ripon College, Wisconsin.....	25	15	6	4
St. Clara College and Academy, Wisconsin.....	14	7	3	1

TEACHING HOURS OF FACULTY.

Suggested Requirement VII.—Fifteen hours of teaching a week should be regarded as the maximum program of a college teacher.

TABLE 8.—Faculty—Number of teaching hours, 1915-16

Institutions.	Faculty.	Average number of teaching hours per week for those having independent charge of classes.	Number teaching more than 15 credit hours a week.
University of Alabama.....	24	13	4
University of Arizona.....	28	15	0
Central College, Arkansas.....	18	13	2
Hendrix College, Arkansas.....	13	17	9
Pomona College, California.....	45	13	0
Occidental College, California.....	22	15	2
Mills College, California.....	34	13	4
University of Redlands, California.....	20	16	2
University of Santa Clara, California.....	8	12	.....
Leland Stanford Junior University, California.....	145	11	.....
University of Colorado.....	76	9	4
Colorado College.....	35	14	5
University of Denver, Colorado.....	31	13	2
Trinity College, Connecticut.....	25	15	.....
Yale University, Connecticut.....	104	15	.....
Gallaudet College, District of Columbia.....	16	.....	4
George Washington University, District of Columbia.....	38	13	4
Howard University (colored), District of Columbia.....	25	13	1
University of Florida.....	17	13	6
Columbia College, Florida.....	20	24	10
Florida State College for Women.....	21	16	.....
University of Georgia.....	31	15	17
Atlanta University (colored), Georgia.....	17	6	0
Cox College, Georgia.....	11	16	11
North Georgia Agricultural College.....	14	.....	.....
Agnes Scott College, Georgia.....	28	11	0
Piedmont College, Georgia.....	16	15	0
Bessie Tift College, Georgia.....	25	4	5
Brenau College, Georgia.....	16	12	1
Emory University, Georgia.....	16	10	0
Shorter College, Georgia.....	12	16	4
University of Idaho.....	40	10	5
Aurora College, Illinois.....	12	20	5
Illinois Wesleyan University.....	18	16	7
Blackburn College, Illinois.....	12	15	4
De Paul University, Illinois.....	20	10	1
Loyola University, Illinois.....	18	10	0
James Millikin University, Illinois.....	39	.....	11
Knox College, Illinois.....	26	11	6
Illinois Woman's College.....	16	14	1
Lake Forest College, Illinois.....	20	11	1
Frances Shimer School, Illinois.....	18	20	14
Northwestern College, Illinois.....	12	16	9
Rockford College, Illinois.....	28	13	4
Augustana College, Illinois.....	14	18	11
Indiana University.....	233	13	23
Wabash College, Indiana.....	21	15	4
Earlham College, Indiana.....	34	12	7
Franklin College, Indiana.....	18	10	7
De Pauw University, Indiana.....	37	.....	8
Butler College, Indiana.....	20	15	13
University of Notre Dame, Indiana.....	80	10	5
Taylor University, Indiana.....	21	.....	11
Iowa State Teachers College.....	98	.....	.....
Coe College, Iowa.....	43	16	8
Wartburg College, Iowa.....	9	20	6
Des Moines College, Iowa.....	12	17	6
Drake University, Iowa.....	31	15	1
Parsons College, Iowa.....	12	13	2
State University of Iowa.....	148	16	12
Cornell College, Iowa.....	31	.....	7
Central University of Iowa.....	17	15	6
Morningside College, Iowa.....	19	16	8
Buena Vista College, Iowa.....	10	15	4
Midland College, Kansas.....	18	17	9
College of Emporia, Kansas.....	18	17	8

TABLE 8.—*Faculty—Number of teaching hours, 1915-16—Continued.*

Institutions.	Faculty.	Average number of teaching hours per week for those having independent charge of classes.	Number teaching more than 15 credit hours a week
Ottawa University, Kansas.....	11	17	6
Kansas Wesleyan University.....	23	15	6
Cooper College, Kansas.....	10	17	9
Washburn College, Kansas.....	24	15	5
Southwestern College, Kansas.....	24	14	3
Orden College, Kentucky.....	8	20	0
Centre College of Kentucky.....	12	13	1
Georgetown College, Kentucky.....	26	12	0
University of Kentucky.....	28	15	7
Transylvania College, Kentucky.....	26	14	6
University of Louisville, Kentucky.....	24	.....	2
Bethel College, Kentucky.....	6	16	3
H. Sophie Newcomb Memorial College, Louisiana.....	20	13	5
Loyola University, Louisiana.....	10	.....	0
Bowdoin College, Maine.....	23	11	4
Bates College, Maine.....	28	12	0
University of Maine.....	56	14	3
St. John's College, Maryland.....	13	19	5
Goucher College, Maryland.....	35	.....	3
Johns Hopkins University, Maryland.....	49	.....	1
Morgan College (Colored), Maryland.....	8	10	1
Washington College, Maryland.....	9	16	5
Rock Hill College, Maryland.....	15	16	5
Hood College, Maryland.....	15	13	2
Maryland College for Women.....	11	20	3
Amherst College, Massachusetts.....	47	.....	0
Boston University, Massachusetts.....	29	.....	3
Harvard University, Massachusetts.....	.....	.....	.....
Smith College, Massachusetts.....	130	10	1
Wheaton College, Massachusetts.....	27	11	0
Mount Holyoke College, Massachusetts.....	88	9	0
Tufts College, Massachusetts.....	248	10	5
Clark College, Massachusetts.....	28	10	1
Alma College, Michigan.....	19	10	4
University of Michigan.....	266	12	.....
St. John's University, Minnesota.....	18	18	5
Angburg Seminary, Minnesota.....	35	12	3
Carleton College, Minnesota.....	18	.....	2
Hamline University, Minnesota.....	22	16	7
Macalester College, Minnesota.....	35	.....	3
College of St. Catherine, Minnesota.....	15	18	11
Gustavus Adolphus College, Minnesota.....	41	15	0
College of St. Teresa, Minnesota.....	12	.....	6
Mississippi College.....	17	.....	.....
Meridian College, Mississippi.....	20	14	4
University of Mississippi.....	16	14	0
Stephens College, Missouri.....	13	18	0
Westminster College, Missouri.....	16	15	10
William Jewell College, Missouri.....	19	14	1
Park College, Missouri.....	12	13	8
Lindenwood Female College, Missouri.....	24	.....	0
Forest Park College, Missouri.....	26	11	0
St. Louis University, Missouri.....	70	11	1
Washington University, Missouri.....	23	14	5
Drury College, Missouri.....	15	13	9
Central Wesleyan College, Missouri.....	40	.....	6
University of Montana.....	14	17	4
Bellevue College, Nebraska.....	26	20	12
Union College, Nebraska.....	18	11	5
Doane College, Nebraska.....	95	13	25
University of Nebraska.....	31	13	4
New Hampshire College of Agriculture and Mechanic Arts.....	34	10	.....
College of St. Elizabeth, New Jersey.....	12	24	8
Upsala College, New Jersey.....	20	14	8
University of New Mexico.....	52	14	0
New York State College for Teachers.....	28	11	0
Alfred University, New York.....	9	0	2
St. Stephens College, New York.....	31	13	2
Wells College, New York.....	16	17	7
St. Lawrence University, New York.....	32	13	0
Elmira College, New York.....	26	14	3
Robert College, New York.....	22	.....	.....
College of New Rochelle, New York.....	.....	.....	.....

TABLE 8.—*Faculty—Number of teaching hours, 1915-16—Continued.*

Institutions.	Faculty.	Average number of teaching hours per week for those having independent charge of classes.	Number teaching more than 15 credit hours a week.
Barnard College, New York.....	88		
Columbia University, New York.....	133		
College of the City of New York.....	142	12	38
Hunter College of the City of New York.....	118	16	45
New York University.....	47		10
Vassar College, New York.....	112	13	0
University of Rochester, New York.....	45	12	0
Union University, New York.....	40	15	3
University of North Carolina.....	52	11	8
Davidson College, North Carolina.....	13	15	1
Trinity College, North Carolina.....	28	12	11
Elon College, North Carolina.....	27		12
Guilford College, North Carolina.....	17	13	14
Shaw University (colored), North Carolina.....	29	23	4
Weaver College, North Carolina.....	8	14	1
Salem Academy and College, North Carolina.....	35	18	18
University of North Dakota.....	55	12	7
Municipal University of Akron, Ohio.....	21	18	0
Ohio University.....	36		8
Baldwin-Wallace College, Ohio.....	19	16	4
Bluffton College, Ohio.....	16	14	7
Cedarville College, Ohio.....	7	16	2
University of Cincinnati, Ohio.....	236	12	1
Western Reserve University, Ohio.....	79	10	2
Capital University, Ohio.....	14	12	0
St. Mary College, Ohio.....	16	17	4
Defiance College, Ohio.....	16	14	7
Ohio Wesleyan University.....	59	12	0
Kenyon College, Ohio.....	14	14	0
Marietta College, Ohio.....	18	12	10
Muskingum College, Ohio.....	38		
Miami University, Ohio.....	31	12	4
Oxford College for Women, Ohio.....	19	7	0
Western College for Women, Ohio.....	32	11	1
Lake Erie College, Ohio.....	21	12	6
Rio Grande College, Ohio.....	10		
Otterbein University, Ohio.....	17	16	12
College of Wooster, Ohio.....	32	14	8
Methodist University of Oklahoma.....	9	22	5
Kingfisher College, Oklahoma.....	9	19	4
University of Oklahoma.....	63	14	2
Albany College, Oregon.....	13	12	3
Pacific University, Oregon.....	20	13	10
McMinnville College, Oregon.....	16	22	3
Pacific College, Oregon.....	10	20	
Reed College, Oregon.....	19		5
Willamette University, Oregon.....	13	14	5
Moravian College, Pennsylvania.....	8	20	0
Bryn Mawr College, Pennsylvania.....	43		3
Beaver College, Pennsylvania.....	8	2	0
Wilson College, Pennsylvania.....	24	11	0
Lafayette College, Pennsylvania.....	50	12	0
Pennsylvania College.....	26	16	10
Haverford College, Pennsylvania.....	25	11	2
Franklin and Marshall College, Pennsylvania.....	16	15	10
Lincoln University (colored), Pennsylvania.....	13	12	0
Allegheny College, Pennsylvania.....	25	11	0
Irving Female College, Pennsylvania.....	19	18	2
Albright College, Pennsylvania.....	10	13	5
Westminster College, Pennsylvania.....	20	15	0
Drexel Institute, Pennsylvania.....	69		1
University of Pennsylvania.....	154		1
Susquehanna University, Pennsylvania.....	23	18	23
Pennsylvania State College.....	93		
Swarthmore College, Pennsylvania.....	39	11	1
Washington and Jefferson College, Pennsylvania.....	32	10	1
Waynesburg College, Pennsylvania.....	11	18	10
College of Charleston, South Carolina.....	8	13	0
Columbia College, South Carolina.....	21	16	10
University of South Carolina.....	32	14	12
Furman University, South Carolina.....	11	15	0
Converse College, South Carolina.....	13	0	2
Wofford College, South Carolina.....	13	15	4

TABLE 8.—*Faculty—Number of teaching hours, 1915-16—Continued.*

Institutions.	Faculty.	Average number of teaching hours per week for those having independent charge of classes.	Number teaching more than 15 credit hours a week.
University of South Dakota.....	36	12	0
King College, Tennessee.....	8	.....	5
University of Chattanooga, Tennessee.....	9	15	2
Tusculum College, Tennessee.....	11	10	1
Knoxville College (colored), Tennessee.....	8	18	7
Milligan College, Tennessee.....	10	16	0
Tennessee College.....	6	16	4
George Peabody College for Teachers, Tennessee.....	100	18	0
Fisk University (colored), Tennessee.....	35	.....	9
Vanderbilt University, Tennessee.....	37	15	0
University of the South, Tennessee.....	18	12	3
University of Texas.....	117	.....	.....
Howard Payne College, Texas.....	7	13	0
Rice Institute, Texas.....	41	.....	.....
Anstin College, Texas.....	10	14	2
Baylor University, Texas.....	66	15	0
University of Utah.....	37	.....	12
Middlebury College, Vermont.....	30	12	1
St. Michael's College, Vermont.....	11	16	3
Bridgewater College, Virginia.....	13	15	0
University of Virginia.....	59	.....	6
Roanoke Institute, Virginia.....	8	14	8
Emory and Henry College, Virginia.....	10	15	0
Hampden-Sidney College, Virginia.....	12	11	.....
Hollins College, Virginia.....	12	12	2
Washington and Lee University, Virginia.....	28	10	0
Randolph-Macon Woman's College, Virginia.....	46	14	1
Richmond College, Virginia.....	29	14	1
Virginia Union University (colored).....	12	16	.....
College of William and Mary, Virginia.....	15	13	2
University of Washington.....	124	11	17
Spokane College, Washington.....	6	30	6
Davis and Elkins College, West Virginia.....	29	16	7
Lawrence College, Wisconsin.....	35	14	0
Beloit College, Wisconsin.....	41	.....	6
University of Wisconsin.....	283	10	4
Milton College, Wisconsin.....	14	15	6
Concordia College, Wisconsin.....	9	26	7
Milwaukee-Downer College, Wisconsin.....	35	15	5
Mission House, Wisconsin.....	9	25	9
Campion College, Wisconsin.....	15	11	.....
Ripon College, Wisconsin.....	25	.....	.....
St. Clair College and Academy, Wisconsin.....	14	14	.....

REQUIREMENTS FOR ADMISSION AND GRADUATION.

Requirements VIII and IX.—VIII. Fifteen or sixteen credit hours a week for each student for 36 weeks a year for four years should be regarded as the normal program of work for students.

IX. While heretofore 14 units of secondary work has been regarded as the acceptable minimum for admission to college, and at the time of the issuance of this inquiry represented the standard set by most standardizing agencies, there is now a general tendency to raise this requirement to 15 units. A college of arts and sciences should require 15 units for unconditional admission. In judging the reports of colleges appearing in this study, however, the prevailing standard of 1915 should be taken into account.

TABLE 9.—*Requirements for admission and graduation, 1915-16.*

Institutions.	Number of standard units required for admission.	Number of semester hours required for bachelor's degree.	Institutions.	Number of standard units required for admission.	Number of semester hours required for bachelor's degree.
University of Alabama.....	14	120	Illinois Woman's College.....	15	120
University of Arizona.....	15	127	Lake Forest College, Illinois.....	16	124
Central College, Arkansas.....	14	65	Frances Shimer School, Illinois.....	15	(¹)
Hendrix College, Arkansas.....	15	120	Northwestern College, Illinois.....	15	128
Pomona College, California.....	15	126	Rockford College, Illinois.....	15	120
Occidental College, California.....	15	124	Augustana College, Illinois.....	15	120
Mills College, California.....	15	124	Indiana University.....	16	121
University of Redlands, California.....	15	120	Wabash College, Indiana.....	16	128
University of Santa Clara, California.....	16	178	Earlham College, Indiana.....	15	120
Leland Stanford Junior University, California.....	15	120	Franklin College, Indiana.....	16	128
University of Colorado.....	15	122	De Pauw University, Indiana.....	15	120
Colorado College.....	15	120	Butler College, Indiana.....	15	120
University of Denver, Colorado.....	15	124	University of Notre Dame, Indiana.....	16	128
Trinity College, Connecticut.....	14½	120	Taylor University, Indiana.....	15	186
Yale University, Connecticut.....	14½	120	Iowa State Teachers College.....	15	120
Gallaudet College, District of Columbia.....	11	139	Coe College, Iowa.....	15	124
George Washington University, District of Columbia.....	15	120	Wartburg College, Iowa.....	15	120
Howard University (colored), District of Columbia.....	15	120	Des Moines College, Iowa.....	15	120
University of Florida.....	15	124	Drake University, Iowa.....	15	120
Columbia College, Florida.....	15	128	Parsons College, Iowa.....	15	120
Florida State College for Women.....	15	120	State University of Iowa.....	15	120
University of Georgia.....	14	132	Cornell College, Iowa.....	15	124
Atlanta University (colored), Georgia.....	15	136	Central University of Iowa.....	15	128
Cox College, Georgia.....	14	120	Morningside College, Iowa.....	15	120
North Georgia Agricultural College.....	14	120	Buena Vista College, Iowa.....	15	120
Agnes Scott College, Georgia.....	15	120	Midland College, Kansas.....	15	120
Piedmont College, Georgia.....	15	124	College of Emporia, Kansas.....	15	120
Bessie Tift College, Georgia.....	14	120	Ottawa University, Kansas.....	15	120
Brenau College, Georgia.....	15	120	Kansas Wesleyan University.....	15	120
Emory University, Georgia.....	14	134	Cooper College, Kansas.....	15	122
Shorter College, Georgia.....	15	120	Washburn College, Kansas.....	15	120
University of Idaho.....	15	128	Southwestern College, Kansas.....	15	120
Aurora College, Illinois.....	15	120	Ogden College, Kentucky.....	15	120
Illinois Wesleyan University.....	15	128	Centre College, Kentucky.....	15	128
Blackburn College, Illinois.....	15	128	Georgetown College, Kentucky.....	15	128
De Paul University, Illinois.....	15	130	University of Kentucky.....	15	120
Loyola University, Illinois.....	16	140	Transylvania College, Kentucky.....	15	120
James Millikin University, Illinois.....	15	130	University of Louisville, Kentucky.....	16	120
Knox College, Illinois.....	15	120	Bethel College, Kentucky.....	15	130
			H. Sophie Newcomb Memorial College, Kentucky.....	15	122
			Loyola University, Louisiana.....	15	144
			Bowdoin College, Maine.....	14½	117
			Bates College, Maine.....	14½	122
			University of Maine.....	14½	125

¹ Junior college.

TABLE 9.—Requirements for admission and graduation, 1915-16—Continued.

Institutions.	Number of standard units required for admission.	Number of semester hours required for bachelor's degree.	Institutions.	Number of standard units required for admission.	Number of semester hours required for bachelor's degree.
St. John's College, Maryland.....	14	144	New York University.....	15	126
Goucher College, Maryland.....	15	120	Vassar College, New York.....	15½	120
Johns Hopkins University, Maryland.....	15	125	University of Rochester, New York.....	15	184
Morgan College (colored), Maryland.....	16	128	Union University, New York.....	14	138
Washington College, Maryland.....	14	124	University of North Carolina.....	14	120
Rock Hill College, Maryland.....	14	120	Davidson College, North Carolina.....	14	130
Hood College, Maryland.....	15	120	Trinity College, North Carolina.....	14	122
Maryland College for Women.....	13½	120	Elon College, North Carolina.....	14	128
Amherst College, Massachusetts.....	14	129	Gulford College, North Carolina.....	14	126
Boston University, Massachusetts.....	15	120	Shaw University (colored) North Carolina.....	15	.....
Harvard University, Massachusetts.....	16½	120	Weaver College, North Carolina.....	14	(1)
Smith College, Massachusetts.....	14½	120	Salem Academy and College, North Carolina.....	14	120
Wheaton College, Massachusetts.....	15	118	University of North Dakota.....	15	125
Mount Holyoke College, Massachusetts.....	15	120	Municipal University of Akron, Ohio.....	15	128
Tufts College, Massachusetts.....	15	122	Ohio University.....	15	120
Clark College, Massachusetts.....	15	108	Baldwin-Wallace College, Ohio.....	15	120
Alma College, Michigan.....	15	120	Bluffton College, Ohio.....	15	120
University of Michigan.....	15	120	Cedarville College, Ohio.....	16	120
St. John's University, Minnesota.....	16	128	University of Cincinnati, Ohio.....	16	124
Augustine Seminary, Minnesota.....	15	144	Western Reserve University, Ohio.....	15	124
Carleton College, Minnesota.....	15	120	Capital University, Ohio.....	15	140
Hamline University, Minnesota.....	15	120	St. Mary College, Ohio.....	15	120
Macalester College, Minnesota.....	15	127	Defiance College, Ohio.....	15	120
College of St. Catherine, Minnesota.....	15	120	Ohio Wesleyan University.....	15	120
Gustavus Adolphus College, Minnesota.....	15	130	Kenyon College, Ohio.....	15	128
College of St. Teresa, Minnesota.....	16	120	Marietta College, Ohio.....	15	128
Mississippi College.....	14	128	Muskingum College, Ohio.....	15	128
Meridian College, Mississippi.....	14	120	Miami University, Ohio.....	15	128
University of Mississippi.....	14	130	Oxford College for Women, Ohio.....	15	120
Stephens College, Missouri.....	15	(1)	Western College for Women, Ohio.....	15	124
Westminster College, Missouri.....	15	132	Lake Erie College, Ohio.....	15	120
William Jewell College, Missouri.....	15	124	Rio Grande College, Ohio.....	15	120
Park College, Missouri.....	15	140	Otterbein University, Ohio.....	15	128
Lindenwood Female College, Missouri.....	15	(1)	College of Wooster, Ohio.....	15	124
Forest Park College, Missouri.....	15	120	Methodist University of Oklahoma.....	15	120
St. Louis University, Missouri.....	16	136	Kingfisher College, Oklahoma.....	15	128
Washington University, Missouri.....	15	120	University of Oklahoma.....	15	124
Drury College, Missouri.....	15	124	Albany College, Oregon.....	15	120
Central Wesleyan College, Missouri.....	16	128	Pacific University, Oregon.....	15	120
University of Montana.....	15	122	McMinnville College, Oregon.....	15	160
Bellevue College, Nebraska.....	15	128	Pacific College, Oregon.....	15	185
Union College, Nebraska.....	16	160	Reed College, Oregon.....	15	.....
Doane College, Nebraska.....	15	124	Willamette University, Oregon.....	15	124
University of Nebraska.....	15	125	Moravian College, Pennsylvania.....	17½	120
New Hampshire College of Agriculture and Mechanic Arts.....	15	132	Bryn Mawr College, Pennsylvania.....	20	120
College of St. Elizabeth, New Jersey.....	15	132	Beaver College, Pennsylvania.....	15	120
Upson College, New Jersey.....	15	125	Wilson College, Pennsylvania.....	14½	120
University of New Mexico.....	15	120	Lafayette College, Pennsylvania.....	14½	130
New York State College for Teachers.....	15	124	Pennsylvania College.....	15	128
Alfred University, New York.....	15	128	Haverford College, Pennsylvania.....	14½	130
St. Stephen's College, New York.....	14½	128	Franklin and Marshall College, Pennsylvania.....	14½	130
Wells College, New York.....	14½	115	Lincoln University (colored), Pennsylvania.....	15	120
St. Lawrence University, New York.....	15	120	Allegheny College, Pennsylvania.....	15	120
Elmira College, New York.....	15	120	Irving Female College, Pennsylvania.....	13	140
Hobart College, New York.....	14½	120	Albright College, Pennsylvania.....	16	134
College of New Rochelle, New York.....	16	144	Westminster College, Pennsylvania.....	15	120
Barnard College, New York.....	15	124	Drexel Institute, Pennsylvania.....	14½	.....
Columbia University, New York.....	14½	124	University of Pennsylvania.....	15	128
College of the City of New York.....	15	128	Susquehanna University, Pennsylvania.....	14	120
Hunter College of the City of New York.....	15	120	Pennsylvania State College.....	14	138
			Swarthmore College, Pennsylvania.....	14½	124
			Washington and Jefferson College, Pennsylvania.....	14½	124

(1) Junior college.

TABLE 9.—Requirements for admission and graduation, 1915-16—Continued.

Institutions.	Number of standard units required for admission.	Number of semester hours required for bachelor's degree.	Institutions.	Number of standard units required for admission.	Number of semester hours required for bachelor's degree.
Waynesburg College, Pennsylvania.....	15	136	St. Michael's College, Vermont.....	15	104
College of Charleston, South Carolina.....	14	122	Bridgewater College, Virginia.....	14	140
Columbia College, South Carolina.....	14	122	University of Virginia.....	14	120
University of South Carolina.....	11	128	Roanoke Institute, Virginia.....	15	(¹)
Furman University, South Carolina.....	12	130	Emory and Henry College, Virginia.....	14	128
Converse College, South Carolina.....	14	120	Hampden-Sidney College, Virginia.....	14	120
Wofford College, South Carolina.....	14	132	Hollins College, Virginia.....	14	120
University of South Dakota.....	15	128	Washington and Lee University, Virginia.....	14	126
King College, Tennessee.....	14	124	Randolph-Macon Woman's College, Virginia.....	15	120
University of Chattanooga, Tennessee.....	14	120	Richmond College, Virginia.....	15	120
Tusculum College, Tennessee.....	15	128	Virginia Union College (colored).....	15	160
Knoxville College (colored), Tennessee.....	15	125	College of William and Mary, Virginia.....	14	120
Milligan College, Tennessee.....	15	128	University of Washington.....	15	120
Tennessee College.....	14	120	Spokane College, Washington.....	16	(¹)
George Peabody College for Teachers, Tennessee.....	14	186	Davis and Elkins College, West Virginia.....	14	128
Fisk University (colored), Tennessee.....	15	140	Lawrence College, Wisconsin.....	15	128
Vanderbilt University, Tennessee.....	14	128	Beloit College, Wisconsin.....	15	120
University of the South, Tennessee.....	14	140	University of Wisconsin.....	14	120
University of Texas.....	14	120	Milton College, Wisconsin.....	15	128
Howard Payne College, Texas.....	14	120	Concordia College, Wisconsin.....	(¹)	
Rice Institute, Texas.....	14	122	Milwaukee-Downer College, Wisconsin.....	15	201
Austin College, Texas.....	14	120	Mission House, Wisconsin.....	15	150
Baylor University, Texas.....	14	120	Campion College, Wisconsin.....	16	142
University of Utah.....	15	122	Ripon College, Wisconsin.....	15	124
Middlebury College, Vermont.....	14	120	St. Clara College and Academy, Wisconsin.....	15	120

¹ Junior college.

MAINTENANCE OF LIBRARY AND LABORATORIES.

Suggested Requirement XIII.—At least \$1,000 a year should be expended for the purchase of new books and periodicals for the library. Probably two or three times this figure would be needed to keep the library in a sound condition. A similar sum should be appropriated annually for the purchase of new equipment and apparatus for scientific laboratories.

TABLE 10.—Expenditures for library and laboratories, 1914-15.

Institutions.	Spent on laboratories.	Spent on library.	Institutions.	Spent on laboratories.	Spent on library.
University of Alabama.....	\$5,670	\$3,318	Colorado College.....	\$4,510	\$5,499
University of Arizona.....	44,000	4,820	University of Denver, Colorado.....		
Central College, Arkansas.....	100	550	Trinity College, Connecticut.....	1,365	3,520
Hendrix College, Arkansas.....	813	628	Yale University, Connecticut.....	114,000	88,000
Pomona College, California.....	4,594	4,885	Gallaudet College, District of Columbia.....		
Occidental College, California.....	800	475	George Washington University, District of Columbia.....	2,815	1,273
Mills College, California.....	1,885	3,536	Howard University (colored), District of Columbia.....	2,732	4,807
University of Redlands, California.....	466	836	University of Florida.....	1,480	3,469
University of Santa Clara, California.....			Columbia College, Florida.....		
Leland Stanford Junior University, California.....	13,887	57,300	Florida State College for Women.....	3,000	4,800
University of Colorado.....	30,000	20,800			

TABLE 10.—*Expenditures for library and laboratories, 1914-15—Continued.*

Institutions.	Spent on laboratories.	Spent on library.	Institutions.	Spent on laboratories.	Spent on library.
University of Georgia.....	\$2,458	\$7,982	Harvard University, Massachusetts.		
Atlanta University (colored), Georgia.....	335	1,379	Smith College, Massachusetts.....	\$10,024	\$17,858
Cox College, Georgia.....	700	500	Wheaton College, Massachusetts.....	2,565	1,160
North Georgia Agricultural College.....	500		Mount Holyoke College, Massachusetts.....	5,636	6,561
Agnes Scott College, Georgia.....	968	1,266	Tufts College, Massachusetts.....		
Piedmont College, Georgia.....	600	700	Clark College, Massachusetts.....	4,300	26,600
Bessie Tift College, Georgia.....	200	800	Alma College, Michigan.....	1,265	1,045
Brenau College, Georgia.....			University of Michigan.....	96,520	58,539
Emory University, Georgia.....	1,240	1,233	St. Johns University, Minnesota.....		
Shorter College, Georgia.....			Augsburg Seminary, Minnesota.....	200	216
University of Idaho.....	10,326	7,708	Carleton College, Minnesota.....	3,825	3,282
Aurora College, Illinois.....			Hamline University, Minnesota.....	2,750	3,000
Illinois Wesleyan University.....	2,500	1,700	Macalester College, Minnesota.....	1,944	2,911
Blackburn College, Illinois.....	500	300	College of St. Catherine, Minnesota.....	2,740	3,000
DePaul University, Illinois.....	305	200	Gustavus Adolphus College, Minnesota.....	700	955
Loyola University, Illinois.....		2,300	College of St. Teresa, Minnesota.....		
James Millikin University, Illinois.....	1,360	1,443	Mississippi College.....		
Knox College, Illinois.....	8,480	1,489	Meridian College, Mississippi.....	18,000	6,000
Illinois Woman's College.....	2,700	2,600	University of Mississippi.....	695	1,160
Lake Forest College, Illinois.....	6,366	5,625	Stephens College, Missouri.....	617	622
Frances Shimer School, Illinois.....	200	225	Westminster College, Missouri.....	2,230	1,974
Northwestern College, Illinois.....	710	1,066	William Jewell College, Missouri.....	910	1,527
Rockford College, Illinois.....	2,308	1,600	Park College, Missouri.....	533	550
Augustana College, Illinois.....	652	4,321	Lindenwood College, Missouri.....		
Indiana University.....	11,206	29,106	Forest Park College, Missouri.....		
Wabash College, Indiana.....	2,346	2,153	St. Louis University, Missouri.....	136,847	20,487
Earlham College, Indiana.....	5,500	3,809	Drury College, Missouri.....	2,300	900
Franklin College, Indiana.....	2,364	1,625	Central Wesleyan College, Missouri.....	700	350
De Pauw University, Indiana.....	3,003	5,739	University of Montana.....	10,355	12,669
Butler College, Indiana.....	1,284	1,337	Bellevue College, Nebraska.....	850	700
University of Notre Dame, Indiana.....	16,300	1,600	Union College, Nebraska.....	295	1,016
Taylor University, Indiana.....	532	360	Doane College, Nebraska.....	600	827
Iowa State Teachers College.....	5,369	13,500	University of Nebraska.....	37,000	28,320
Coe College, Iowa.....	1,826	2,314	New Hampshire College of Agriculture and Mechanic Arts.....	1,470	3,400
Warburg College, Iowa.....			College of St. Elizabeth, New Jersey.....	280	650
Des Moines College, Iowa.....	3,500	2,100	Upsala College, New Jersey.....	211	87
Drake University, Iowa.....	8,060	5,500	University of New Mexico.....	2,750	3,700
Parsons College, Iowa.....	1,396	1,418	New York State College for Teachers.....	9,600	2,300
State University of Iowa.....	42,034	28,340	Alfred University, New York.....	4,063	1,952
Cornell College, Iowa.....	2,934	4,500	St. Stephens College, New York.....	500	750
Central University of Iowa.....	398	200	Wells College, New York.....	1,218	7,253
Morningside College, Iowa.....	2,785	2,550	St. Lawrence University, New York.....		1,537
Buena Vista College, Iowa.....	438	510	Elmira College, New York.....	1,096	800
Midland College, Kansas.....	700	1,200	Hobart College, New York.....	3,000	4,200
College of Emporia, Kansas.....	6,800	2,061	College of New Rochelle, New York.....		
Ottawa University, Kansas.....	1,033	1,500	Barnard College, New York.....	4,150	2,421
Kansas Wesleyan University.....	800	700	Columbia University, New York.....	60,440	94,221
Cooper College, Kansas.....	500	465	College of the City of New York.....	26,064	3,757
Washburn College, Kansas.....	1,747	1,950	Hunter College of the City of New York.....	3,872	8,570
Southwestern College, Kansas.....			New York University.....	6,470	4,040
Opden College, Kentucky.....	800	300	Vassar College, New York.....	2,310	15,362
Centre College, Kentucky.....	2,800	1,000	University of Rochester, New York.....	4,295	5,958
Georgetown College, Kentucky.....	450	500	Union University, New York.....	7,282	4,351
University of Kentucky.....			University of North Carolina.....	10,582	9,615
Transylvania College, Kentucky.....	547	876	Davidson College, North Carolina.....	1,525	1,700
University of Louisville, Kentucky.....	2,656	1,405	Trinity College, North Carolina.....	1,443	2,148
Bethel College, Kentucky.....	122	40	Elon College, North Carolina.....	1,067	1,537
H. Sophie Newcomb Memorial College, Louisiana.....	2,104	3,242	Guilford College, North Carolina.....	500	850
Loyola University, Louisiana.....			Shaw University (colored), North Carolina.....		
Bowdoin College, Maine.....	3,696	15,303	Weaver College, North Carolina.....		
Bates College, Maine.....	1,708	2,635	Salem Academy and College, North Carolina.....	2,885	1,191
University of Maine.....	18,400	6,310	University of North Dakota.....	7,288	9,551
St. Johns College, Maryland.....	2,092	500	Municipal University of Akron, Ohio.....	6,851	3,434
Goucher College, Maryland.....	5,080	2,897	Ohio University.....	8,050	8,000
Johns Hopkins University, Maryland.....	161,402	25,236			
Morgan College (colored), Maryland.....					
Washington College, Maryland.....	260	415			
Rock Hill College, Maryland.....	600	600			
Hood College, Maryland.....	1,600	500			
Maryland College for Women.....	2,867	895			
Amherst College, Massachusetts.....	1,096	936			
Boston University, Massachusetts.....	471	1,455			

TABLE 10.—*Expenditures for library and laboratories, 1914-15—Continued.*

Institutions.	Spent on laboratories.	Spent on library.	Institutions.	Spent on laboratories.	Spent on library.
Baldwin-Wallace College, Ohio...	\$5,192	\$784	Furman University, South Carolina...		
Bluffton College, Ohio...		1,200	Converse College, South Carolina...	\$461	\$1,055
Cedarville College, Ohio...	415	1,000	Wofford College, South Carolina...	598	1,030
University of Cincinnati, Ohio...	21,136	8,711	University of South Dakota...	5,960	8,000
Western Reserve University, Ohio...	4,045	8,679	King College, Tennessee...		
Capital University, Ohio...	700	257	University of Chattanooga, Tennessee...		
St. Mary College, Ohio...			Tusculum College, Tennessee...	500	1,650
Defiance College, Ohio...	1,066	467	Knoxville College (colored), Tennessee...	1,700	625
Ohio Wesleyan University...	4,538	7,646	Milligan College, Tennessee...	560	450
Kenyon College, Ohio...	1,697	1,209	Tennessee College...	390	1,025
Marietta College, Ohio...	1,168	2,143	George Peabody College for Teachers, Tennessee...	13,778	4,000
Muskingum College, Ohio...	400	1,329	Fisk University (colored), Tennessee...	530	958
Miami University, Ohio...		5,496	Vanderbilt University, Tennessee...	13,300	5,200
Oxford College for Women, Ohio...	405	1,977	University of the South, Tennessee...		
Western College for Women, Ohio...	1,437	2,665	University of Texas...	1,641	1,071
Lake Erie College, Ohio...	503	2,734	Howard Payne College, Texas...	15,400	32,909
Rio Grande College, Ohio...	400	250	Rice Institute, Texas...	3,000	3,000
Otterbein University, Ohio...	654	2,305	Austin College, Texas...	37,481	8,685
College of Wooster, Ohio...	3,686	3,148	Baylor University, Texas...	1,500	600
Methodist University of Oklahoma...		100	University of Utah...	2,884	4,022
Kingfisher College, Oklahoma...	100	540	Middlebury College, Vermont...	37,000	8,410
University of Oklahoma...	17,006	7,406	St. Michael's College, Vermont...	2,463	3,942
Albany College, Oregon...	613	1,039	Bridgewater College, Virginia...	490	375
Pacific University, Oregon...	615	2,000	University of Virginia...	13,915	9,973
McMinnville College, Oregon...	1,203	852	Roanoke Institute, Virginia...		
Pacific College, Oregon...	300	550	Emory and Henry College, Virginia...		
Reed College, Oregon...	3,600	5,800	Hampden-Sidney College, Virginia...		
Willamette University, Oregon...	1,890	535	Hollins College, Virginia...	683	511
Moravian College, Pennsylvania...	685	250	Washington and Lee University, Virginia...	500	1,500
Bryn Mawr College, Pennsylvania...	11,881	21,010	Virginia Union University (colored)...	1,204	3,104
Beaver College, Pennsylvania...			Randolph-Macon Woman's College, Virginia...	4,971	3,834
Wilson College, Pennsylvania...	261	1,140	Richmond College, Virginia...	2,172	2,180
Lafayette College, Pennsylvania...	10,100	6,443	College of William and Mary, Virginia...	250	600
Pennsylvania College...	5,682	1,300	University of Washington...	853	1,285
Haverford College, Pennsylvania...	3,800	7,700	Spokane College, Washington...	62,999	17,677
Franklin and Marshall College, Pennsylvania...			Davis and Elkins College, West Virginia...	309	262
Lincoln University (colored), Pennsylvania...	2,800	1,200	Lawrence College, Wisconsin...	200	150
Allegheny College, Pennsylvania...	500	400	Beloit College, Wisconsin...	2,386	4,767
Irving Female College, Pennsylvania...	8,231	2,339	University of Wisconsin...	1,996	3,719
Albright College, Pennsylvania...	1,572	861	Milton College, Wisconsin...	39,096	55,933
Westminster College, Pennsylvania...	3,121	1,919	Concordia College, Wisconsin...	1,077	998
Drexel Institute, Pennsylvania...			Milwaukee-Downer College, Wisconsin...	50	225
University of Pennsylvania...	5,282	54,323	Mission House, Wisconsin...	970	1,292
Susquehanna University, Pennsylvania...	2,400	2,000	Campion College, Wisconsin...		
Pennsylvania State College...	46,900	4,695	Ripon College, Wisconsin...	1,343	2,506
Swarthmore College, Pennsylvania...	6,316	4,670	St. Clara College and Academy, Wisconsin...	1,525	575
Washington and Jefferson College, Pennsylvania...	2,887	2,602			
Waynesburg College, Pennsylvania...		600			
College of Charleston, South Carolina...	718	225			
Columbia College, South Carolina...					
University of South Carolina...	2,530	6,139			

RELATIVE SIZE OF FRESHMAN CLASS.

The large number of students who leave college during the freshman and sophomore years, and the small relative size of the upper classes, have constituted a serious educational and administrative problem for many years. In certain institutions 50 per cent or more of all students are members of the freshman class. It is generally admitted that this condition is detrimental to institutional tradition,

and may affect the scholarly momentum of a college. The status with respect to this matter of the colleges reporting is indicated in the following table, showing the number of high-school graduates entering in 1915 checked against the total collegiate student body:

TABLE 11.—*Faculty, college students, and number of high school graduates entering in 1915.*

Institutions.	Faculty.	Students.			Number of high school graduates entering in 1915.		
		Men.	Women.	Total.	Men.	Women.	Total.
University of Alabama.....	24	406	88	494	109	35	125
University of Arizona.....	28	209	141	350	65	16	100
Central College, Arkansas.....	18	0	55	55	0	16	16
Hendrix College, Arkansas.....	13	244	25	269			
Pomona College, California.....	45	241	299	540	109	120	229
Occidental College, California.....	22	195	138	333	69	60	129
Mills College, California.....	34	0	187	187			
University of Redlands, California.....	20	58	119	177	30	0	30
University of Santa Clara, California.....	8	93	0	93	19	0	19
Leland Stanford Junior University, California.....	145	1,644	556	2,200			471
University of Colorado.....	76	402	448	850	188	170	358
Colorado College.....	35	173	354	527	67	125	192
University of Denver, Colorado.....	31	270	310	580	116	133	248
Trinity College, Connecticut.....	25	235	0	235	85	0	85
Yale University, Connecticut.....	104	1,483	0	1,483	320	0	320
Gallaudet College, District of Columbia.....	16	48	30	78	15	11	26
George Washington University, District of Columbia.....	38	476	263	739	96	48	144
Howard University (colored), District of Columbia.....	25	262	71	333	84	16	100
University of Florida.....	17	96	0	96	51	0	51
Columbia College, Florida.....	20	46	47	93	5	2	7
Florida State College for Women.....	21	0	153	153	0	74	74
University of Georgia.....	31	278	0	278	75	0	75
Atlanta University (colored), Georgia.....	17	39	16	55	2	2	4
Cox College, Georgia.....	11	0	102	102			
North Georgia Agricultural College.....	14	83	1	84	7	1	8
Agnes Scott College, Georgia.....	28	0	299	299	0	132	132
Fiedmont College, Georgia.....	16	22	23	45			
Bessie Tift College, Georgia.....	25	0	166	166	0	70	70
Brenau College, Georgia.....	16	0	198	198	0	19	19
Emory University, Georgia.....	16	244	0	244	70	0	70
Shorter College, Georgia.....	12	0	160	160			
University of Idaho.....	40	134	223	357	58	67	125
Aurora College, Illinois.....	12	39	32	71			
Illinois Wesleyan University.....	18	124	119	243			
Blackburn College, Illinois.....	12	45	27	72			
De Paul University, Illinois.....	20	36	324	360	23	165	188
Loyola University, Illinois.....	18	121	0	121	111	0	111
James Millikin University, Illinois.....	39	131	205	336	65	93	158
Knox College, Illinois.....	26	223	208	441	116	93	209
Illinois Woman's College.....	16	0	176	176	0	85	85
Lake Forest College, Illinois.....	20	102	92	194	38	41	79
Frances Shimer School, Illinois.....	18	0	33	33	0	15	15
Northwestern College, Illinois.....	12	160	91	251	60	49	109
Rockford, College, Illinois.....	28	0	217	217	0	110	110
Augustana College, Illinois.....	14	136	61	197	77	30	107
Indiana University.....	233	1,701	968	2,669			
Wabash College, Indiana.....	21	334	0	334	119	0	119
Earlham College, Indiana.....	34	170	202	372	7	4	11
Franklin College, Indiana.....	18	123	131	254	55	58	113
De Pauw University, Indiana.....	37	367	378	745	127	120	247
Butler College, Indiana.....	20	168	249	417	71	94	165
University of Notre Dame, Indiana.....	80	274	0	274	250	0	250
Taylor University, Indiana.....	26	65	49	114	28	15	43
Iowa State Teachers College.....	98	240	1,579	1,819			
Coe College, Iowa.....	43	230	257	487	100	100	200
Warburg College, Iowa.....	9	28	0	28			
Des Moines College, Iowa.....	12	96	129	225	30	44	74
Drake University, Iowa.....	31	260	229	489	81	42	123
Parsons College, Iowa.....	12	81	74	155	42	24	66
State University of Iowa.....	148	812	765	1,577	316	300	616
Cornell College, Iowa.....	31	234	310	544	98	106	204
Central University of Iowa.....	17	29	31	60	8	12	20
Morningside College, Iowa.....	19	155	221	376	65	90	155
Buena Vista College, Iowa.....	10	29	36	65	9	13	22

TABLE 11.—*Faculty, college students, and number of high school graduates entering in 1915—Continued.*

Institutions.	Faculty.	Students.			Number of high school graduates entering in 1915.		
		Men.	Women.	Total.	Men.	Women.	Total.
Midland College, Kansas.....	18	45	55	100	15	12	27
College of Emporia, Kansas.....	18	120	123	243	53	57	110
Ottawa University, Kansas.....	11	94	110	204	43	38	81
Kansas Wesleyan University.....	23	84	90	174	31	47	78
Cooper College, Kansas.....	10	57	59	116	15	15	30
Washburn College, Kansas.....	24	196	225	421	73	88	161
Southwestern College, Kansas.....	24	152	124	276			
Ogden College, Kentucky.....	8	50	0	50	15	0	15
Centre College, Kentucky.....	12	147	0	147			
Georgetown College, Kentucky.....	26	157	109	266			91
University of Kentucky.....	28	162	156	318			
Transylvania College, Kentucky.....	26	163	88	251	62	41	108
University of Louisville, Kentucky.....	24	129	216	345	62	69	131
Bethel College, Kentucky.....	6	30	0	30	16	0	16
H. Sophie Newcomb Memorial College, Louisiana.....	29	0	273	273	0	107	107
Loyola University, Louisiana.....	10	45	0	45	21	0	21
Bowdoin College, Maine.....	28	400	0	400	123	0	123
Bates College, Maine.....	28	284	188	472	102	58	160
University of Maine.....	56	185	81	266	57	23	80
St. John's College, Maryland.....	13	100	0	100	24	0	24
Goucher College, Maryland.....	35	0	508	508	0	204	204
Johns Hopkins University, Maryland.....	49	195	0	195			
Morgan College (colored), Maryland.....	8	27	22	49	2	5	7
Washington College, Maryland.....	9	82	7	89	32	3	35
Rock Hill College, Maryland.....	15	40	0	40	18	0	18
Hood College, Maryland.....	15	0	128	128			
Maryland College for Women.....	11	0	89	89	0	38	38
Amherst College, Massachusetts.....	47	422	0	422			
Boston University, Massachusetts.....	29	104	348	452	62	169	231
Harvard University, Massachusetts.....							
Smith College, Massachusetts.....	130	0	1,725	1,725			
Wheaton College, Massachusetts.....	27	0	206	206			
Mount Holyoke College, Massachusetts.....	88	0	783	783	0	229	229
Tufts College, Massachusetts.....	33	216	0	216	75	0	75
Clark College, Massachusetts.....	28	177	0	177			
Alma College, Michigan.....	19	88	90	178	30	32	62
University of Michigan.....	266	298	1,127	1,425			
St. John's University, Minnesota.....	18	200	0	200			
Augsburg Seminary, Minnesota.....	18	31	0	31	4	0	4
Carleton College, Minnesota.....	35	211	235	446	81	85	166
Hamline University, Minnesota.....	18	224	194	418	108	85	193
Macalester College, Minnesota.....	22	159	137	296	60	63	123
College of St. Catherine, Minnesota.....	35	0	141	141	0	75	75
Gustavus Adolphus College, Minnesota.....	15	102	64	166	28	24	52
College of St. Teresa, Minnesota.....	41	0	104	104			
Mississippi College.....	12	324	0	324			
Meridian College, Mississippi.....	17	104	278	382			
University of Mississippi.....	20	547	84	631			
Stephens College, Missouri.....	16	0	145	145	0	74	74
Westminster College, Missouri.....	13	119	0	119	49	0	49
William Jewell College, Missouri.....	16	279	0	279			
Park College, Missouri.....	19	119	142	261	55	56	111
Lindenwood College, Missouri.....	12	0	86	86	0	60	60
Forest Park College, Missouri.....	24	0	30	30			
St. Louis University, Missouri.....	26	223	0	223	0	27	27
Washington University, Missouri.....	70	232	309	541	89	113	202
Drury College, Missouri.....	15	140	147	287	66	63	129
Central Wesleyan College, Missouri.....	23	60	35	95	18	15	33
University of Montana.....	40	149	238	387	61	83	144
Bellevue College, Nebraska.....	14	30	37	67	29	33	62
Union College, Nebraska.....	26	64	51	115	36	39	75
Doane College, Nebraska.....	18	70	63	133	31	27	58
University of Nebraska.....	95	940	926	1,866	371	292	664
New Hampshire College of Agriculture and Mechanic Arts.....	31	123	113	236	36	45	81
College of St. Elizabeth, New Jersey.....	34	0	110	110	0	42	42
Upsala College, New Jersey.....	12	8	6	14	2	2	4
University of New Mexico.....	20	81	66	147	33	24	57
New York State College for Teachers.....	52	164	855	1,019	55	260	315
Alfred University, New York.....	28	76	83	159	27	27	54
St. Stephen's College, New York.....	9	52	0	52	5	0	5
Wells College, New York.....	31	0	202	202	0	78	78
St. Lawrence University, New York.....	16	132	137	269	45	29	74
Elmira College, New York.....	32	0	278	278	0	93	93

TABLE 11.—Faculty, college students, and number of high school graduates entering in 1915—Continued.

Institutions.	Faculty.	Students.			Number of high school graduates entering in 1915.		
		Men.	Women.	Total.	Men.	Women.	Total.
Hobart College, New York.....	26	138	98	236	57	30	87
College of New Rochelle, New York.....	22	0	193	193	0	60	60
Barnard College, New York.....	88	0	694	694	0	190	190
Columbia University, New York.....	133	1,256	0	1,256	357	0	357
College of the City of New York.....	142	2,229	0	2,229	546	0	546
Hunter College of the City of New York.....	118	0	1,943	1,943	0	405	405
New York University.....	47	278	0	278	62	0	62
Vassar College, New York.....	112	0	1,127	1,127	0	319	319
University of Rochester, New York.....	45	308	224	530	101	71	172
Union University, New York.....	40	521	0	521	175	0	175
University of North Carolina.....	52	544	5	549	146	0	146
Davidson College, North Carolina.....	13	357	0	357			
Trinity College, North Carolina.....	28	428	80	517			
Elon College, North Carolina.....	27	199	102	301	85	51	136
Guilford College, North Carolina.....	17	84	51	135	25	14	39
Shaw University (colored), North Carolina.....	20	88	110	198	3	0	3
Weaver College, North Carolina.....	8	27	6	33			
Salem Academy and College, North Carolina.....	35	0	189	189	0	48	48
University of North Dakota.....	65	166	116	282	79	40	118
Municipal University of Akron, Ohio.....	21	143	73	216	49	18	67
Ohio University.....	36	401	219	620	87	33	120
Baldwin-Wallace College, Ohio.....	19	136	108	244	35	39	74
Bluffton College, Ohio.....	16	52	64	116	21	31	52
Cedarville College, Ohio.....	7	35	33	68	8	10	18
University of Cincinnati, Ohio.....	236	501	880	1,381			
Western Reserve University, Ohio.....	79	408	435	843			
Capital University, Ohio.....	14	118	0	118	34	0	34
St. Mary College, Ohio.....	16	70	0	70	23	0	23
Defiance College, Ohio.....	16	99	116	215	30	45	75
Ohio Wesleyan University.....	59	545	464	1,009	148	143	291
Kenyon College, Ohio.....	14	151	0	151	52	0	52
Marietta College, Ohio.....	18	186	69	255	76	21	97
Muskingum College, Ohio.....	38	150	108	258	50	31	81
Miami University, Ohio.....	31	339	170	509			
Oxford College for Women, Ohio.....	19	0	188	188	0	60	60
Western College for Women, Ohio.....	32	0	263	263	0	103	103
Lake Erie College, Ohio.....	21	0	133	133	0	54	54
Rio Grande College, Ohio.....	10	30	25	55			
Otterbein University, Ohio.....	17	164	112	276	45	90	135
College of Wooster, Ohio.....	32	296	215	511	115	78	193
Methodist University of Oklahoma.....	9	36	28	64	14	6	20
Kingfisher College, Oklahoma.....	9	25	16	41	6	2	8
University of Oklahoma.....	63	797	776	1,573			
Albany College, Oregon.....	13	31	31	62	17	15	32
Pacific University, Oregon.....	20	54	53	107	17	22	39
McMinnville College, Oregon.....	16	50	39	89	18	15	33
Pacific College, Oregon.....	10	22	26	48	9	17	26
Reed College, Oregon.....	19	110	147	257			
Willamette University, Oregon.....	13	112	118	230	44	44	92
Moravian College, Pennsylvania.....	8	41	0	41	9	0	9
Bryn Mawr College, Pennsylvania.....	43	0	453	453			
Beaver College, Pennsylvania.....	8	0	50	50			
Wilson College, Pennsylvania.....	24	0	172	172	0	52	52
Lafayette College, Pennsylvania.....	50	477	0	477			
Pennsylvania College.....	26	317	14	331	112	2	114
Haverford College, Pennsylvania.....	25	186	0	186	51	0	51
Franklin and Marshall College, Pennsylvania.....	16	291	0	291	67	0	67
Lincoln University (colored), Pennsylvania.....	13	163	0	163	57	0	57
Allegheny College, Pennsylvania.....	25	241	164	405	84	54	138
Irving Female College, Pennsylvania.....	19	0	31	31			
Albright College, Pennsylvania.....	10	131	28	159	15	7	22
Westminster College, Pennsylvania.....	20	108	84	192	34	26	60
Drexel Institute, Pennsylvania.....	69	150	391	541	26	177	203
University of Pennsylvania.....	154	638	380	1,018			
Susquehanna University, Pennsylvania.....	23	128	28	156	37	5	42
Pennsylvania State College.....	93	332	42	374	231	12	243
Swarthmore College, Pennsylvania.....	39	127	237	364	46	70	116
Washington and Jefferson College, Pennsylvania.....	32	333	0	333			
Waynesburg College, Pennsylvania.....	11	49	55	104	17	17	34
College of Charleston, South Carolina.....	8	80	0	80	29	0	29
Columbia College, South Carolina.....	21	0	123	123	0	70	70

TABLE 11.—*Faculty, college students, and number of high school graduates entering in 1915—Continued.*

Institutions.	Faculty.	Students.			Number of high school graduates entering in 1915.		
		Men.	Women.	Total.	Men.	Women.	Total.
University of South Carolina.....	32	323	32	355	124	11	135
Furman University, South Carolina.....	11	205	0	205			
Converse College, South Carolina.....	13	0	153	153			
Wofford College, South Carolina.....	13	324	0	324	83	0	83
University of South Dakota.....	36	150	223	373	36	63	99
King College, Tennessee.....	8	60	0	60			
University of Chattanooga, Tennessee.....	9	108	77	185			
Tusculum College, Tennessee.....	11	45	48	93			
Knoxville College (colored), Tennessee.....	8	26	15	41	18	8	26
Milligan College, Tennessee.....	10	98	42	140	12	10	22
Tennessee College.....	6	0	94	94	0	48	48
George Peabody College for Teachers, Tennessee.....	100	413	1,099	1,512			
Fisk University (colored), Tennessee.....	32	95	84	179	18	14	32
Vanderbilt University, Tennessee.....	35	260	72	332	131	27	158
University of the South, Tennessee.....	18	160	0	160			
University of Texas.....	117	882	811	1,693	275	237	512
Howard Payne College, Texas.....	7	65	49	114	21	19	40
Rice Institute, Texas.....	41	264	119	383			
Austin College, Texas.....	10	108	0	108	36	0	36
Baylor University, Texas.....	66	243	268	511			
University of Utah.....	37	764	838	1,602			
Middlebury College, Vermont.....	30	187	156	343	67	50	117
St. Michael's College, Vermont.....	11	20	0	20	4	0	4
Bridgewater College, Virginia.....	13	42	30	72	8	11	19
University of Virginia.....	59	523	0	523	151	0	151
Roanoke Institute, Virginia.....	8	31	0	31	0	8	8
Emory and Henry College, Virginia.....	10	176	0	176			
Hampton-Sidney College, Virginia.....	10	118	0	118	38	0	38
Hollins College, Virginia.....	12	0	106	106	0	45	45
Washington and Lee University, Virginia.....	28	369	0	369	116	0	116
Randolph-Macon Woman's College, Virginia.....	46	0	624	624	0	241	241
Richmond College, Virginia.....	29	268	117	385	77	45	122
Virginia Union University (colored).....	12	62	7	69	22	6	28
College of William and Mary, Virginia.....	15	178	0	178	50	0	50
University of Washington.....	124	813	1,042	1,855	243	364	607
Spokane College, Washington.....	6	2	8	10	2	6	8
Davis and Elkins College, West Virginia.....	29	34	22	56	10	10	20
Lawrence College, Wisconsin.....	35	294	270	564	131	121	252
Beloit College, Wisconsin.....	41	246	142	388	115	43	158
University of Wisconsin.....	283	1,692	1,109	2,801	507	320	827
Milton College, Wisconsin.....	14	33	39	72	14	15	29
Concordia College, Wisconsin.....	9	54	0	54			
Milwaukee-Dowder College, Wisconsin.....	35	0	234	234	0	96	96
Mission-House, Wisconsin.....	9	38	1	39	4	0	4
Campion College, Wisconsin.....	15	80	0	80	18	0	18
Ripon College, Wisconsin.....	25	165	94	259			
St. Clara College and Academy, Wisconsin.....	14	0	69	69	0	30	30

EXPENSE OF ADMINISTRATION.

Uncertainty exists as to the proportion of the annual income which may properly be spent for administration. The committee does not venture to suggest a standard. It submits the following table, however, for the general information of college officers:

TABLE 12.—*Income and expenditures for administration, including handling of institution's fund, 1914-15.*

Institutions.	Income.	Expenditures for administration.	Institutions.	Income.	Expenditures for administration.
University of Alabama.....	\$210,421	\$13,075	Midland College, Kansas.....	\$25,000	\$2,500
University of Arizona.....	423,021	9,559	College of Emporia, Kansas.....	36,549	4,135
Central College, Arkansas.....	29,193	4,000	Ottawa University, Kansas.....	38,978	3,489
Hendrix College, Arkansas.....	39,966	6,847	Kansas Wesleyan University.....	20,045	250
Pomona College, California.....	347,133	17,224	Cooper College, Kansas.....	21,453	.....
Occidental College, California.....	50,727	7,803	Washburn College, Kansas.....	78,753	8,608
Mills College, California.....	80,774	8,268	Southwestern College, Kansas.....	43,615	5,792
University of Redlands, California.....	50,505	16,178	Ogden College, Kentucky.....	11,018	12,000
University of Santa Clara, California.....	274,200	.....	Centre College, Kentucky.....	.....	3,000
Leland Stanford Junior University, California.....	1,235,891	44,532	Georgetown College, Kentucky.....	41,215	5,900
University of Colorado.....	300,436	23,000	University of Kentucky.....	321,062	11,620
Colorado College.....	148,887	9,890	Transylvania College, Kentucky.....	41,270	4,154
University of Denver, Colorado.....	140,000	.....	University of Louisville, Kentucky.....	79,250	1,360
Trinity College, Connecticut.....	83,835	10,812	Bethel College, Kentucky.....	12,490	1,542
Yale University, Connecticut.....	1,777,134	114,000	H. Sophie Newcomb Memorial College, Louisiana.....	166,936	9,095
Galludet College, District of Columbia.....	.....	.....	Loyola University, Louisiana.....	.....	.....
George Washington University, District of Columbia.....	220,954	17,141	Bowdoin College, Maine.....	151,563	6,850
Howard University (colored), District of Columbia.....	203,964	15,980	Bates College, Maine.....	89,809	9,371
University of Florida.....	170,297	6,100	University of Maine.....	364,042	11,308
Columbia College, Florida.....	.....	9,576	St. John's College, Maryland.....	53,000	750
Florida State College for Women.....	97,885	.....	Goucher College, Maryland.....	212,569	11,520
University of Georgia.....	286,302	12,628	Johns Hopkins University, Maryland.....	628,830	20,817
Atlanta University (colored), Georgia.....	62,927	6,637	Morgan College (colored), Maryland.....	34,213	1,900
Cox College, Georgia.....	31,000	5,000	Washington College, Maryland.....	62,795	700
North Georgia Agricultural College.....	38,700	1,500	Rock Hill College, Maryland.....	26,000	24,000
Agnes Scott College, Georgia.....	94,711	8,109	Hood College, Maryland.....	71,840	1,605
Piedmont College, Georgia.....	34,719	34,000	Maryland College for Women.....	.....	.....
Bessie Tift College, Georgia.....	56,000	22,400	Amherst College, Massachusetts.....	221,817	.....
Brenau College, Georgia.....	151,860	18,873	Boston University, Massachusetts.....	222,474	2,612
Emory University, Georgia.....	.....	2,167	Harvard University, Massachusetts.....	3,019,602	92,683
Shorter College, Georgia.....	70,560	.....	Smith College, Massachusetts.....	736,734	37,058
University of Idaho.....	264,867	17,180	Wheaton College, Massachusetts.....	119,676	8,240
Aurora College, Illinois.....	49,851	12,570	Mount Holyoke College, Massachusetts.....	336,998	233,083
Illinois Wesleyan University.....	14,618	200	Tufts College, Massachusetts.....	301,955	.....
Blackburn College, Illinois.....	53,434	.....	Clark College, Massachusetts.....	85,250	6,680
De Paul University, Illinois.....	.....	.....	Alma College, Michigan.....	54,673	2,800
Loyola University, Illinois.....	96,588	10,798	University of Michigan.....	2,321,241	126,651
James Milikin University, Illinois.....	71,155	7,814	St. John's University, Minnesota.....	71,145	.....
Knox College, Illinois.....	104,984	16,021	Augsburg Seminary, Minnesota.....	21,007	1,500
Illinois Woman's College.....	216,153	5,535	Carleton College, Minnesota.....	204,584	13,946
Lake Forest College, Illinois.....	43,823	2,350	Hamline University, Minnesota.....	63,264	8,415
Frances Shimer School, Illinois.....	40,082	2,353	Macalester College, Minnesota.....	55,796	5,846
Northwestern College, Illinois.....	92,189	13,858	College of St. Catherine, Minnesota.....	.....	8,000
Rockford College, Illinois.....	99,914	5,052	Gustavus Adolphus College, Minnesota.....	42,295	2,760
Augustana College, Illinois.....	615,000	33,984	College of St. Teresa, Minnesota.....	72,500	.....
Indiana University.....	57,702	3,567	Mississippi College.....	60,293	.....
Wabash College, Indiana.....	117,551	17,000	Meridian College, Mississippi.....	269,500	9,000
Earham College, Indiana.....	48,253	6,052	University of Mississippi.....	49,000	4,411
Franklin College, Indiana.....	127,726	14,950	Stephens College, Missouri.....	.....	3,030
De Pauw University, Indiana.....	45,314	7,583	Westminster College, Missouri.....	84,047	8,016
Butler College, Indiana.....	47,135	1,675	Park College, Missouri.....	91,708	.....
University of Notre Dame, Indiana.....	331,865	22,346	Lindenwood College, Missouri.....	128,307	550
Taylor University, Indiana.....	63,452	6,800	Forest Park College, Missouri.....	.....	.....
Iowa State Teachers College.....	19,797	.....	St. Louis University, Missouri.....	716,471	17,838
Coe College, Iowa.....	51,229	3,000	Washington University, Missouri.....	54,084	5,225
Wartburg College, Iowa.....	189,718	10,000	Drury College, Missouri.....	24,607	2,000
Des Moines College, Iowa.....	38,217	4,718	Central Wesleyan College, Missouri.....	215,945	16,925
Dake University, Iowa.....	986,513	28,313	Bellevue College, Nebraska.....	36,155	7,000
Parsons College, Iowa.....	132,079	10,393	Union College, Nebraska.....	66,159	3,783
State University of Iowa.....	18,850	1,500	Doane College, Nebraska.....	45,448	3,742
Cornell College, Iowa.....	46,344	6,000	.....	.....	.....
Central University of Iowa.....	20,072	3,000	.....	.....	.....
Morningside College, Iowa.....	.....	.....	.....	.....	.....
Buena Vista College, Iowa.....	.....	.....	.....	.....	.....

TABLE 12.—*Income and expenditures for administration, including handling of institution's fund, 1914-15—Continued.*

Institutions.	Income.	Expenditures for administration.	Institutions.	Income.	Expenditures for administration.
University of Nebraska.....	\$1,368,039	\$106,807	Willamette University, Oregon.....	\$39,080	\$5,540
New Hampshire College of Agriculture and Mechanic Arts.....	273,236	12,000	Moravian College, Pennsylvania.....	33,402	.....
College of St. Elizabeth, New Jersey.....	48,675	.....	Bryn Mawr College, Pennsylvania.....	280,562	28,633
Upsala College, New Jersey.....	13,158	1,210	Beaver College, Pennsylvania.....	24,667	3,408
University of New Mexico.....	62,577	800	Wilson College, Pennsylvania.....	65,416	8,370
New York State College for Teachers.....	110,103	5,700	Lafayette College, Pennsylvania.....	130,484	5,070
Alfred University, New York.....	36,307	6,724	Pennsylvania College.....	65,000	6,760
St. Stephen's College, New York.....	48,592	35,000	Haverford College, Pennsylvania.....	160,588	9,960
Wells College, New York.....	146,774	10,213	Franklin and Marshall College, Pennsylvania.....	47,705	6,631
St. Lawrence University, New York.....	236,341	3,711	Lincoln University (colored), Pennsylvania.....	35,951	1,462
Elmira College, New York.....	104,543	.....	Allegheny College, Pennsylvania.....	102,568	8,527
Hobart College, New York.....	125,900	15,000	Irving Female College, Pennsylvania.....	35,541	1,000
College of New Rochelle, New York.....	70,289	.....	Albright College, Pennsylvania.....	41,487	2,200
Barnard College, New York.....	262,423	15,211	Westminster College, Pennsylvania.....	69,914	.....
Columbia University, New York.....	4,204,937	1,407,745	Drexel Institute, Pennsylvania.....	95,138	.....
College of the City of New York.....	526,108	17,336	University of Pennsylvania.....	1,738,088	509,735
Hunter College of the City of New York.....	550,124	51,390	Susquehanna University, Pennsylvania.....	31,690	4,000
New York University.....	630,415	1,894	Pennsylvania State College.....	941,309	50,502
Vassar College, New York.....	774,613	36,745	Swarthmore College, Pennsylvania.....	227,009	17,602
University of Rochester, New York.....	139,996	22,959	Washington and Jefferson College, Pennsylvania.....	68,941	9,900
Union University, New York.....	140,117	8,692	Waynesburg College, Pennsylvania.....	20,685	2,250
University of North Carolina.....	261,658	9,430	College of Charleston, South Carolina.....	22,102	1,500
Davidson College, North Carolina.....	51,830	6,000	University of South Carolina.....	142,227	30,200
Trinity College, North Carolina.....	118,829	12,468	Furman University, South Carolina.....	49,447	.....
Elon College, North Carolina.....	52,686	3,050	Columbia College, South Carolina.....	.....	.....
Guilford College, North Carolina.....	43,600	1,200	Converse College, South Carolina.....	74,567	5,458
Shaw University (colored), North Carolina.....	37,257	.....	Wofford College, South Carolina.....	39,578	3,375
Weaver College, North Carolina.....	.....	.....	University of South Dakota.....	194,772	7,920
Salem Academy and College, North Carolina.....	113,367	.....	King College, Tennessee.....	.....	.....
University of North Dakota.....	268,947	26,981	University of Chattanooga, Tennessee.....	49,917	5,500
Municipal University of Akron, Ohio.....	65,833	6,949	Tusculum College, Tennessee.....	64,011	4,625
Ohio University.....	419,250	13,380	Knoxville College (colored), Tennessee.....	41,580	2,314
Baldwin-Wallace College, Ohio.....	46,447	2,417	Milligan College, Tennessee.....	52,536	12,500
Bluffton College, Ohio.....	10,456	.....	Tennessee College.....	160,243	13,328
Cedarville College, Ohio.....	7,708	833	George Peabody College for Teachers, Tennessee.....	54,242	8,070
University of Cincinnati, Ohio.....	867,985	44,714	Fisk University (colored), Tennessee.....	.....	.....
Western Reserve University, Ohio.....	438,278	.....	Vanderbilt University, Tennessee.....	268,292	109,000
Capital University, Ohio.....	24,883	2,200	University of the South, Tennessee.....	131,736	9,838
St. Mary College, Ohio.....	41,688	2,600	University of Texas.....	602,609	31,373
Defiance College, Ohio.....	145,300	16,149	Howard Payne College, Texas.....	22,000	.....
Ohio Wesleyan University.....	68,841	4,750	Rice Institute, Texas.....	529,000	27,085
Kenyon College, Ohio.....	42,929	7,000	Austin College, Texas.....	82,880	.....
Marquette College, Ohio.....	50,016	5,813	Baylor University, Texas.....	148,919	15,181
Muskingum College, Ohio.....	328,734	9,217	University of Utah.....	241,919	9,300
Miami University, Ohio.....	53,127	7,438	Middlebury College, Vermont.....	126,925	10,965
Oxford College for Women, Ohio.....	112,384	8,850	St. Michael's College, Vermont.....	22,450	.....
Western College for Women, Ohio.....	76,199	12,336	Bridgewater College, Virginia.....	26,414	.....
Lake Erie College, Ohio.....	8,200	1,000	University of Virginia.....	444,315	33,241
Rio Grande College, Ohio.....	59,196	3,824	Roanoke Institute, Virginia.....	.....	.....
Otterbein University, Ohio.....	210,004	10,045	Emory and Henry College, Virginia.....	53,264	.....
College of Wooster, Ohio.....	14,315	3,215	Hampden-Sidney College, Virginia.....	25,712	2,780
Methodist University of Oklahoma.....	17,268	511	.....	.....	.....
Kingfisher College, Oklahoma.....	231,147	35,306	.....	.....	.....
University of Oklahoma.....	22,225	3,409	.....	.....	.....
Albany College, Oregon.....	31,802	4,852	.....	.....	.....
Pacific University, Oregon.....	27,247	7,020	.....	.....	.....
McMinnville College, Oregon.....	7,500	3,482	.....	.....	.....
Pacific College, Oregon.....	122,850	6,000	.....	.....	.....
Reed College, Oregon.....	.....	.....	.....	.....	.....

TABLE 12.—*Income and expenditures for administration, including handling of institution's fund, 1914-15—Continued.*

Institutions.	Income.	Expenditures for administration.	Institutions.	Income.	Expenditures for administration.
Hollins College, Virginia.....	\$107,480	\$0,261	Lawrence College, Wisconsin..	\$110,566	\$6,082
Washington and Lee University, Virginia.....	104,759	16,292	Beloit College, Wisconsin.....	138,298	15,118
Randolph-Macon Women's College, Virginia.....	202,900	9,737	University of Wisconsin.....	2,767,701	121,518
Richmond College, Virginia.....	9,357	9,357	Milton College, Wisconsin.....	20,835	244
Virginia Union University (colored).....	38,113	500	Concordia College, Wisconsin..	28,455	.....
College of William and Mary, Virginia.....	53,550	3,560	Milwaukee - Downer College, Wisconsin.....	131,164	10,654
University of Washington.....	564,804	50,988	Mission-House, Wisconsin.....	65,770	.....
Spokane College, Washington.....	8,400	8,400	Campion College, Wisconsin.....	60,784	47,611
Davis and Elkins College, West Virginia.....	16,600	4,089	Ripon College, Wisconsin.....	35,134	
			St. Clara College and Academy, Wisconsin.....		

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 31

THE EDUCATIONAL SYSTEM OF SOUTH DAKOTA

REPORT OF A SURVEY MADE UNDER THE DIRECTION
OF THE UNITED STATES COMMISSIONER OF EDUCATION



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

BULLETIN OF THE BUREAU OF EDUCATION FOR 1918.

- No. 1. Monthly record of current educational publications, January, 1918.
- No. 2. Guide to United States Government publications. W. I. Swanton.
- No. 3. Agricultural instruction in the high schools of six eastern States. C. H. Lane.
- No. 4. Monthly record of current educational publications, February, 1918.
- No. 5. Work of the Bureau of Education for the natives of Alaska, 1916-17.
- No. 6. The curriculum of the woman's college. Mabel L. Robinson.
- No. 7. The bureau of extension of the University of North Carolina. Louis B. Wilson and Lester A. Williams.
- No. 8. Monthly record of current educational publications, March, 1918.
- No. 9. Union list of mathematical periodicals. David Eugene Smith.
- No. 10. Public-school classes for crippled children. Edith R. Solenberger.
- No. 11. A community center—what it is and how to organize it. Henry E. Jackson.
- No. 12. Monthly record of current educational publications, April, 1918.
- No. 13. The land grant of 1862 and the land-grant colleges. Benj. F. Andrews.
- No. 14. Monthly record of current educational publications, May, 1918.
- No. 15. Educational survey of Elyria, Ohio.
- No. 16. Facilidades ofrecidas a los estudiantes extranjeros.
- No. 17. History of public-school education in Arizona. Stephen B. Weeks.
- No. 18. Americanization as a war measure.
- No. 19. Vocational guidance in secondary education. A report of the Commission on Secondary Education.
- No. 20. Monthly record of current educational publications, June, 1918.
- No. 21. Instruction in journalism in institutions of higher education. James M. Lee.
- No. 22. Monthly record of current educational publications—Index, February, 1917, to January, 1918.
- No. 23. State laws relating to education enacted in 1915, 1916, and 1917. William R. Hood.
- No. 24. Vocational guidance and the public school. W. Carson Ryan, jr.
- No. 25. Industrial education in Wilmington, Del.
- No. 26. The National Council of Primary Education.
- No. 27. Rural teacher preparation in State normal schools. Ernest Burnham.
- No. 28. The public schools of Columbia, S. C.
- No. 29. American agricultural colleges. Chester D. Jarvis.
- No. 30. Resources and standards of colleges of arts and sciences.
- No. 31. The educational system of South Dakota.
- No. 32. Teaching American ideals through literature. Henry Neumann.
- No. 33. Monthly record of current educational publications, September, 1918.
- No. 34. Monthly record of current educational publications, October, 1918.
- No. 35. Cardinal principles of secondary education. A report of the Commission on Secondary Education.
- No. 36. Educational directory, 1918-19.
- No. 37. Courses of study for preparation of teachers of manual arts.
- No. 38. Kindergarten supervision in city schools. Almira M. Winchester.
- No. 39. Monthly record of current educational publications, November, 1918.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, October 21, 1918.

SIR: I am submitting herewith for publication as a bulletin of the Bureau of Education the manuscript of the report of a survey of the educational system of the State of South Dakota, made under my direction at the request of the South Dakota Educational Survey Commission created by the legislature of the State, as set forth in the body of this report. The survey includes the State and local educational organization and administration in South Dakota; the elementary and secondary schools of the State and the preparation of teachers for these schools; and the higher educational institutions of the State, including the University of South Dakota, the State College of Agriculture and Mechanic Arts, the State School of Mines, the four State normal schools, and such accredited private colleges and schools for special classes as it was found necessary to include to make this a comprehensive study of the entire educational system of the State.

The survey was made by Dr. H. W. Foght, specialist in rural school practice, who had charge of the field work and the preparation of the manuscript; Dr. Samuel P. Capen, specialist in higher education; Mrs. Henrietta W. Calvin, specialist in home economics; Dr. Chester D. Jarvis, specialist in agricultural education; Miss Edith A. Lathrop, assistant in rural education; Dr. H. B. Wilson, superintendent of schools, Topeka, Kans.; Dr. William F. Russell, dean of the school of education, University of Iowa; and Dr. Alexander J. Inglis, professor of secondary education, Harvard University. The report and conclusions of the committee were approved by me and were transmitted to the South Dakota Educational Survey Commission June 16, 1918.

Accompanying this report is a brief report by the South Dakota Survey Commission to the Governor of the State, approving and accepting in full the conclusions of the survey committee.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

REPORT AND RECOMMENDATIONS OF THE SOUTH DAKOTA EDUCATIONAL SURVEY COMMISSION.

In these days when efficiency is demanded of every person and organization, the more progressive States have begun to ascertain whether all is being done to make their schools as effective and efficient as possible, as the best means of meeting the crisis of reconstruction that is certain to come to the average American State at the close of the world war.

The Legislature of South Dakota, being desirous of keeping the State in the vanguard educationally and believing that the strength and weakness of the present educational system can best be disclosed by careful survey of the educational departments and institutions of the State, in its fifteenth legislative session, 1917, passed the following act:

(S. B. 130) Chapter 226, 1917 Session Laws.

AN ACT Providing for a State educational survey and appropriating money therefor.

Be it enacted by the Legislature of the State of South Dakota:

SECTION 1. The governor shall appoint a commission of three members, all of whom shall serve without compensation, to make a survey of the public educational system of South Dakota, including all schools and educational institutions supported by public funds, to determine the efficiency of the same, and to report its findings with recommendations for increased efficiency and economy to the governor on or before July 1, 1918.

SECTION 2. The said commission shall employ an expert or experts nominated by and to work under the direction of the United States Bureau of Education, who shall not be residents of the State of South Dakota, to make such survey, and shall supply such assistants and equipment as shall be necessary. The said commission shall, after consulting with the United States Bureau of Education, fix the compensation of such expert or experts and assistants.

SECTION 3. The said commission and its employees shall have free access to all public records. All public school and educational institutions, teachers, instructors, faculties, officers, and employees shall furnish all information and assistance in their power to and in making such survey. The members of said commission, experts or assistants, shall have the production of papers and records and are hereby empowered to administer oaths. In case any person summoned by any member of such commission, experts, or assistants shall fail or refuse to obey such process or to testify before such commission, experts, or assistants, the said commission, experts, or assistants may apply to the circuit courts of this State to compel obedience and testimony, and the circuit courts are hereby empowered to enforce obedience to such process.

SECTION 4. The said commission shall, in addition to other work specified by this act, direct special attention to the matter of the number of available teachers

in the State, their qualifications and to the feasibility and advisability of consolidating any of the existing State educational institutions or departments thereof.

SECTION 5. There is hereby appropriated out of any money in the treasury not otherwise appropriated the sum of \$6,500. or so much thereof as may be necessary, for the purpose of defraying the cost of such survey as is hereinbefore provided, including the personal traveling expenses of members of said commission in connection therewith, which money shall be paid upon warrants of the State auditor issued upon vouchers duly approved by the State superintendent of public instruction: *Provided*, That in no case shall the total expense of such survey exceed the sum of \$6,500.

SECTION 6. An emergency is hereby declared to exist, and this act shall be in force and effect from and after its passage and approval.

In accordance with this law, Gov. Norbeck on September 6, 1917, appointed as members of the State educational commission Mr. A. M. Anderson, of Sturgis; Mr. C. E. Swanson, of Sisseton; and Miss Ruth E. Sabin, of Lake Andes. The first meeting of the survey commission was held at Pierre, October 6, 1917, at which time plans for the survey, outlined by Dr. P. P. Claxton, United States Commissioner of Education, were discussed and adopted. A second meeting was held at Sioux Falls, November 27, 1917. In this meeting the Commissioner of Education was represented by Dr. Harold W. Foght, specialist in rural school practice in the Bureau of Education, who further outlined the plans of procedure and presented to the commission the list of educational experts appointed by the Commissioner of Education for the survey. The survey committee, comprising five Bureau of Education experts and three additional experts from different States and educational institutions, were formally accepted by the survey commission. They were:

Dr. Harold W. Foght, specialist in rural school practice, in charge of the survey.

Dr. Samuel P. Capen, specialist in higher education.

Mrs. Henrietta W. Calvin, specialist in home economics.

Dr. Chester D. Jarvis, specialist in agricultural education.

Miss Edith A. Lathrop, assistant in rural education.

Assisted by the following educational experts:

Dr. H. B. Wilson, superintendent of schools, Topeka, Kans.

Dr. William F. Russell, dean of the school of education, University of Iowa.

Dr. Alexander J. Inglis, professor of secondary education, Harvard University.

A final conference was held at Pierre from June 16 to 18. In addition to the members of the State commission there were present the presidents of the State's higher educational institutions and the presidents of the accredited denominational colleges, the State superintendent of public instruction, the State historian, and others professionally interested in the conference. The final report of the Commissioner of Education was made at this meeting by Dr. Harold W. Foght, of the Bureau of Education.

After thorough discussion and careful consideration the survey commission unanimously accepted all but one of the recommendations made by the survey experts. This one exception was the section referring to the disposal of the school of mines. Upon this section (substitute recommendation 1, chapter 20) Mr. Swanson and Miss Sabin voted to accept the recommendation made by the survey experts, and Mr. Anderson voted no.

The State survey commission urge upon the governor and the sixteenth legislative assembly that the administrative and legislative plans and recommendations laid down in the body of this report be enacted into law at the earliest opportunity or shaped into administrative policy by the State board of regents and other boards and the State department of public instruction.

To the end, finally, that the legislative recommendations may be enacted into law, the commission recommends that the following amendments to the constitution be adopted at the present session:

1. Amend section 3 of article 14 of the constitution to enlarge the powers and duties of the State board of regents of education.

2. Constitutional amendment providing that the legislature may determine the method of selecting the State superintendent of public instruction and county superintendents of schools, and fixing their qualifications, compensation, tenure of office, and powers and duties, anything in the constitution to the contrary notwithstanding.

3. Amendment to section 3 of article 8 of the constitution to provide that the interest and income of the school fund shall be apportioned to the school districts on the basis of aggregate daily attendance of pupils and the number of teachers employed.

4. Amend sections 1, 2, and 3 of article 14 of the constitution to relieve the State board of charities and corrections of the control of the State School for the Blind, the State School for the Deaf and the State Training School, and to place these institutions under the control of the State board of regents of education, anything in the constitution to the contrary notwithstanding.

The commission desires to express its appreciation of the generous and whole-hearted help given the work by the State superintendent of public instruction, the State historian, the heads of educational institutions, the county superintendents and teachers throughout the State; and to Dr. P. P. Claxton, United States Commissioner of Education, for the painstaking and thoroughgoing survey of education made under his direction, and particularly to Dr. Harold W. Foght, who had charge of the field work and the general preparation of the report, for his untiring efforts and courtesy.

Respectfully submitted.

RUTH E. SABIN,
C. E. SWANSON,
A. M. ANDERSON.

INTRODUCTORY.

Steps leading to the survey.—The present educational survey of South Dakota is the direct result of a demand by the people of the State for a school system to meet in every way the modern requirements of organized, efficient industrial life, as it is lived in the great agricultural Commonwealths of the United States. There has been a deep-seated public feeling that the schools of the State—especially the rural schools—have not kept pace with the economic development of this great agricultural State. The people of South Dakota seem determined that the young State shall not allow itself to become afflicted with the extreme conservatism and inertness that have sometimes shown themselves in the older sections of the country.

This desire has found expression in the present survey of the educational system of the State. The State Teacher Association of South Dakota has repeatedly gone on record in favor of educational improvement. In 1915 the association appointed a committee of educators to create sentiment in favor of a school survey. The work thus begun culminated in the survey act of 1917, which is given in full in the preceding report of the State survey commission. The proposed survey was strongly indorsed by the Hon. Frank M. Byrne, retiring governor, and the Hon. Peter Norbeck, present governor of the State. It had also the hearty indorsement of the State superintendent of public instruction, superintendents and teachers of the State, and of farmers' organizations, business men's clubs, and women's clubs throughout the State.

The act contains the following provisions:

1. The actual work of the survey shall be done by or under the direction of the United States Bureau of Education.
2. The State commission and the survey experts shall have free access to all public records.
3. The State commission and survey experts shall have the assistance of all public schools and other educational institutions, teachers, officers, and employees.

It was further agreed by the State commission and the Commissioner of Education that the survey report should be published as a bulletin by the Bureau of Education.

Organization of the field work.—Immediately after its organization at Pierre, October 6, 1917, the State survey commission called upon the Bureau of Education to furnish the expert assistance agreed upon and to take charge of the survey. The Commissioner of Edu-

cation immediately took steps to organize the necessary staff, which began its preliminary study in December, 1917, by placing in the hands of supervising officers, public-school teachers, and faculties of the higher educational institutions questionnaires and other outlines to procure such data as could not be procured from State records or in other ways. The actual field work began early in January and continued till late in March.

Dr. H. W. Foght had general charge of the field work and preparation of the manuscript. He spent 70 days on work in the field, studying particularly State and local school organization, administration, and supervision; school statistics; school support; preparation of public-school teachers; and school consolidation and rural high schools. He prepared the following chapters of the report: I to VIII, inclusive; XI, XVII to XIX, inclusive; and XXI.

Drs. Samuel P. Capen, Alexander J. Inglis, Chester D. Jarvis, and Mrs. Henrietta W. Calvin made a searching study of all the higher educational institutions in the State, which it is hoped may be published by the bureau as a separate bulletin. A condensed form of this study appears as Chapter XX in this report.

Mrs. Henrietta W. Calvin studied home economics as a phase of the entire educational system and prepared Chapter XIII and portions of other chapters. She devoted 45 days to field study.

Miss Edith A. Lathrop spent 70 days in the State devoting the time to survey of rural and village schools. She prepared Chapters X; XII, and XIV.

Dr. H. B. Wilson gave his time to town and city schools, which study is embodied in Chapter XV.

Dr. Willam F. Russell surveyed the high schools of the State and made a study of financial maintenance of the normal schools. In this study he had the assistance of several members of the faculty of the school of education, University of Iowa. The high-school study forms Chapter XVI of the report.

Dr. Walton C. John, specialist in charge of land-grant statistics in the Bureau of Education, prepared Chapter IX, on school support, in cooperation with Dr. Foght; he also prepared several sections of the report on higher education.

Acknowledgment.—The bureau survey committee wishes to acknowledge its obligation to the members of the State survey commission for their many courtesies and hearty cooperation throughout the study; to the State department of public instruction for valuable help in procuring and compiling educational statistics; to the State historian for valuable documentary information; and to the heads of the State's higher educational institutions and the private colleges and the county and city superintendents and the teachers of the State for valuable advice and constant cooperation.

THE EDUCATIONAL SYSTEM OF SOUTH DAKOTA.

Chapter I.

SOUTH DAKOTA, THE LAND AND PEOPLE.

General topography.—South Dakota is a mighty domain, measuring 380 miles from east to west and 248 miles from north to south. It has a total area of 77,615 square miles, of which 76,868 square miles are land and 747 are water surface. In size it ranks as fourteenth among the States of the Union.

Excepting the Black Hills region, the State is a great rolling plain—the eastern portion forming a part of the lower prairie-plains section, the western lying in the Great Plains. The land rises gradually from an altitude of about 1,000 feet along the eastern border to 3,500 feet in the west, culminating with an altitude of 7,242 feet (Harney Park) in the great domelike Black Hills. The mean elevation is nearly 2,200 feet.

The Missouri River divides the State into two sections of almost equal size but greatly divergent in topographical features. The eastern half has been scoured down by the ancient ice sheet, which has left it gently rolling and traversed by two flat river valleys with somewhat higher intervening watersheds. In the northeast of this section lies the Coteau de Prairies, a ridge of low moraine hills, which form the watershed between South Dakota and Minnesota. This section is dotted with small lakes of glacial origin. Southward lies the fertile James River Valley—the remains of the ancient “Dakota Lake,” and the Great Sioux Valley. West of these fertile valleys lies the Coteau du Missouri, a hill region with a mean elevation of about 1,800 feet. This ridge forms the watershed between the Missouri and the James. The soil of the eastern section is a deep alluvial loam overlaid with a rich vegetable mould. This half of the State is therefore particularly well adapted for diversified agriculture.

The land west of the Missouri is rugged and broken by stream erosion. The continental ice sheet left it untouched, by reason of which this part of the State has a most perfect drainage system, being gullied deep by shallow streams, giving it a highly broken

contour of plateau lands cut by steep narrow valleys, weird towering buttes, and, in the extreme southwest, the picturesque Bad Lands, or Terres Mauvaises of the early French voyageur. The latter are still in a state of soil erosion, so that much of it is devoid of vegetation and practically useless. Finally, on the western border, lie the Black Hills, a great mountain uplift 125 miles long and 60 miles wide.

The great plains west of the Missouri are best adapted for grazing purposes. The soil is composed of a variety of clays overlaid with some alluvial loam, but lacking in vegetable mould. By reason of their higher altitude, certain areas in the western half of the State have an insufficient annual rainfall to assure the farmer of good crops. Dry farming is utilized successfully, and, wherever practicable, irrigation is resorted to. The most notable project of this kind is on the Belle Fourche River in the northern spurs of the Black Hills, where 100,000 acres have been reclaimed by irrigation.

South Dakota has a continental climate with great extremes of temperature. In summer the temperature often rises above 100° Fahrenheit, and in winter occasionally falls to more than 40° below zero. But, fortunately, the dryness of the atmosphere mitigates these extremes and renders the climate, on the whole, invigorating and pleasant.

The amount of rainfall has been a great determining factor in the life and occupations of the people. The average rainfall is about 20 inches, being upward of 28 inches in the eastern third, 17 to 28 inches in center, and 12 to 17 inches in the western third, which latter is insufficient to assure crops. The middle section suffers from occasional droughts, and never produces such abundant crops as are common to the eastern third of the State. The eastern half of South Dakota is a natural agricultural region. The plains west of the Missouri are a natural grazing region which should be devoted in the main to stock raising. The Black Hills region offers a variety of occupations, such as mining, lumbering, stock raising, fruit growing, and agriculture under irrigation.

Economic and industrial conditions.—Of the entire population, 78½ per cent live in the open country and in rural villages of less than 1,000 population, and gain their livelihood directly from the land. Only 125,404 persons, or 21.5 per cent (1915), live in places of more than 1,000 population. Fully three-fourths of the people of South Dakota may, therefore, be classed as rural population, whose chief occupation is agriculture and stock raising. Gold and silver mining and lumbering are minor occupations, limited to the Black Hills. Stone quarrying is also a profitable occupation in limited areas. A variety of manufacturing industries engage a small portion of the people in the larger towns and cities. But, after all, agricul-

ture is the chief industry, about which all the other occupations revolve as subsidiary.

Table 1 contains an enumeration of persons over 10 years of age (1915) engaged in useful occupations. The chief occupations alone are included:

TABLE 1.—Occupations of population.

Agents.....	1,081	Stationary engineers.....	680
Agricultural laborers.....	1,214	Farmers.....	96,726
Bankers.....	1,277	Housewives.....	118,110
Blacksmiths.....	1,027	Common laborers.....	19,532
Bookkeepers.....	738	Machinists.....	1,023
Carpenters.....	1,841	Masons.....	745
Clergymen.....	916	Merchants.....	6,849
Contractors.....	836	Miners.....	1,910
Commercial travelers.....	319	Nurses.....	711
Dairymen.....	302	Officials.....	1,349
Dressmakers.....	887	Painters.....	1,050
Druggists.....	100	Railway employees.....	2,589
Electricians.....	124	Salesmen.....	2,863
Teachers.....	5,913	Servants.....	1,219
Stenographers.....	978	Stockmen.....	2,418

At the top of the list numerically stands housewifery, with a total of 118,110. Next come farmers with 96,726, to which group might be properly added agricultural laborers and certain others enumerated under sundry occupations. The group designated as stockmen is limited to "ranchmen" in the larger sense. This number is small, as is also the group devoted to mining.

Agricultural development.—The total land area in acres is 49,195,520, of which 23,820,436 acres were in farms in 1915, as against 16,442,322 in farms in 1905. The total number of farms was 101,224 in 1915, and the average size per farm 235 acres, as against 52,376 farms in 1905, with the average size per farm 314 acres. Not alone is there a tendency to reduce the size per farm, but the acreage of improved farms has increased from 15,827,208 in 1910 to 23,552,770 acres in 1915. A large proportion of the farms is still operated by their owners, although this class unfortunately has increased only slightly during the last five-year period. The tenant farmer, on the other hand, is increasing rapidly, as may be ascertained from Table 2. This is an unfortunate circumstance which can not be remedied until life in the open country becomes stabilized through a new kind of educated leadership, culminating in more wholesome, complete living in agricultural communities than is now possible.

TABLE 2.—Agricultural development by years.

	1915	1910	1905
Area of State, in acres.....	49,195,520		
Acres in farms.....	23,820,436	26,016,892	16,442,322
Acres improved.....	23,552,770	15,827,208	
Number of farms.....	101,224	77,644	52,376
Average size, in acres.....	235	335	314
Operated by owners.....	59,980	57,948	30,322
Operated by tenants.....	41,235	19,231	22,050

The farmers of the State are becoming well-to-do, some of them wealthy. Many of the latter class are retiring to the larger towns and cities, where the educational facilities and social opportunities are greater than in the open country. The production of new wealth from the land is quite marked. Thus in 1908 the production in grain, hay, fruits, live stock, dairy products, wool and hides, etc., reached a total of \$185,434,000; in 1917 the value of the production from the soil amounted to \$465,350,000, or an average of \$4,498 produced by each farm during the year, a very large average as compared with other States.

The production of wealth is not uniformly distributed over the 101,224 farms. The average for the eastern half of the State is far above that of the western half. Where production of ordinary farm crops is attempted in the semi-arid western and northwestern sections, the net income is often very small. These folk must be kept in mind when discussing school education of these regions, in later chapters.

A good idea of this unequal distribution of wealth or ability to produce new wealth, acre for acre, may be ascertained by studying the accompanying map issued by the South Dakota tax commission. It gives the assessed land valuation by years.

Distribution and racial composition of the population.—According to the State census taken May 1, 1915, South Dakota has a population of 582,765, a decrease of 1,123 persons from the Federal Census of 1910. Table 3 shows a substantial growth in population since 1890, when it totaled 348,600.

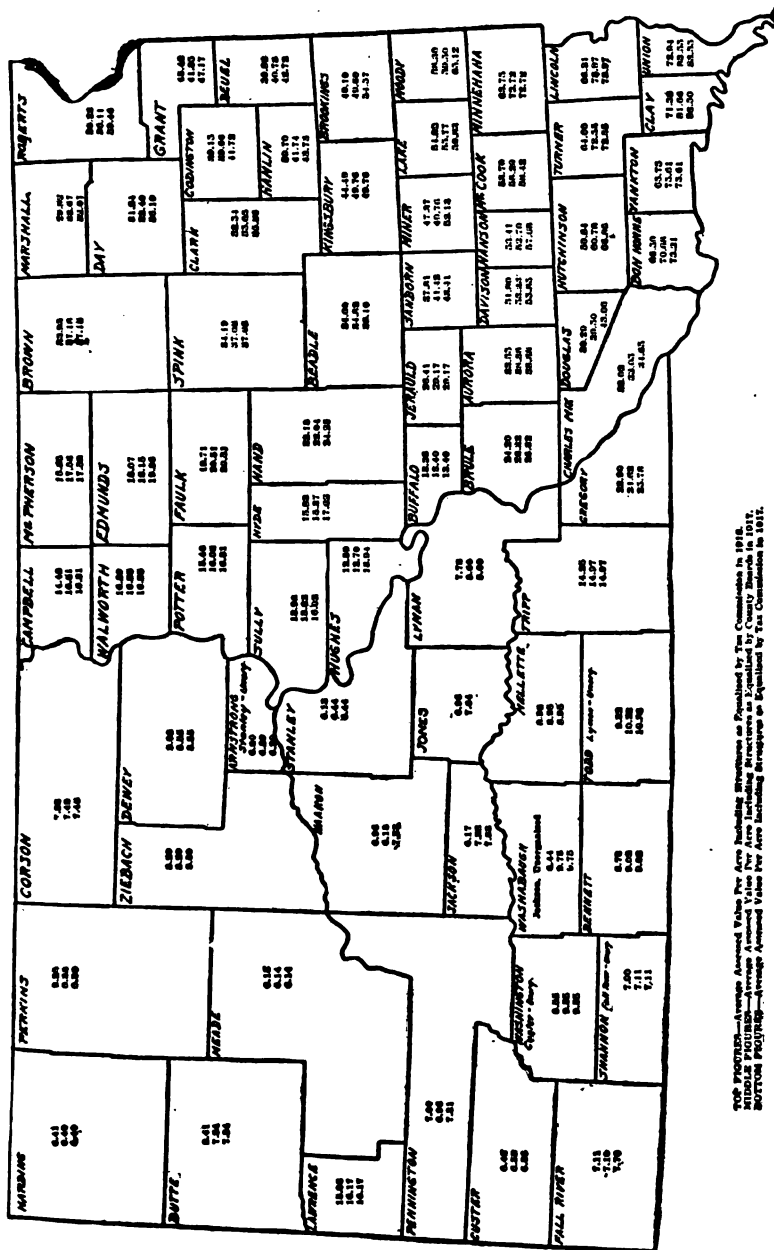
TABLE 3.—*Urban and rural population, 1890–1915.*

Census year.	Population.			Per cent of total population.	
	Urban.	Rural.	Total.	Urban.	Rural.
1890.....	28,555	320,045	348,600	8.2	91.8
1900.....	40,936	360,634	401,570	10.2	89.8
1910.....	76,673	507,215	583,888	13.1	86.9
1915.....	84,762	498,003	582,765	14.5	85.5

The per cent of population, urban and rural, has changed from 8.2 urban and 91.8 rural in 1890 to 14.5 urban and 85.5 rural in 1915.¹ However, on the basis of aggregate increase, urban centers have added only 56,207 during the 25-year period, while rural districts have increased 234,165.

¹ In this statement the population of cities of 2,500 and over are counted as urban.

SOUTH DAKOTA



TOP FIGURES—Average Assessed Value Per Acre Including Structures as Equalized by Tax Commission in 1918.
MIDDLE FIGURES—Average Assessed Value Per Acre Including Structures as Equalized by County Boards in 1917.
BOTTOM FIGURES—Average Assessed Value Per Acre Including Structures as Equalized by Tax Commission in 1917.

Fig. 1

The slight drop in population since 1910—

is due to the fact that the census of 1910 was taken when the homestead movement into the trans-Missouri region was at the crest. In a great measure the homesteaders who located at that time did not remain to till the lands but left them after securing title from the Government.¹

Under the definition of urban and rural as used by the Federal Census Office, South Dakota would have only 13 urban centers, i. e., places of more than 2,500 population. However, for the convenience of the present survey the State's own classification has been adopted. This classes as urban all places of more than 1,000 population, everything else being rated as rural. The latter classification gives the State six cities ranging downward in population from 21,000 to 5,000; 10 cities from 5,000 to 2,000; and 23 places of less than 2,000 and above 1,000 population.

Racial composition of the population.—Only 15.5 per cent of the people now living in the State are foreign born. Foreign immigration has practically ceased. The immigrants of recent years have come in the main from other American States, very few coming direct from overseas. The percentage of foreign born to the whole population has declined, decade by decade, since 1880, as follows: 1870, 31.7 per cent; 1880, 34 per cent; 1890, 27.6 per cent; 1900, 22 per cent; 1910, 17.5 per cent; 1915, 15.5 per cent.

Of the foreign-born population now in the State over 56 per cent have resided in the United States more than 20 years, and over 43 per cent have resided in South Dakota more than 20 years. Finally, less than 10 per cent of South Dakota's foreign-born population have resided in the United States less than 5 years. From this it appears that the problem of the foreign born and the question of final assimilation and Americanization should not have been of serious consideration had the commonwealth always been alert, and through school education and in other ways had hastened the Americanization of these aliens.

Figure 2 shows graphically the race origin of the people who dwell in South Dakota. It is based on the third census of South Dakota. The classification is based on ethnic or ancestral origin instead of political allegiance, as is usually followed in the Federal census. All are classed as American who "come from families so long settled that knowledge of foreign origin has been lost." It will be noted that the ethnic group marked "German" ranks second to the "American" only. This includes many thousand German-Russians who in the Federal census are classed as "Russian."

The assimilation process of the foreign elements in the population has been retarded because the foreign born have gathered largely in

¹ Third census of the State of South Dakota, p. 12,

settlements, some of them extending over several counties. Some counties, Hutchinson for example, are largely peopled by German stock. A large portion of the school population attend German Catholic or German Lutheran parochial schools in which German has been used largely as a medium of instruction.¹ In this county

RACE ORIGIN OF SOUTH DAKOTA POPULATION

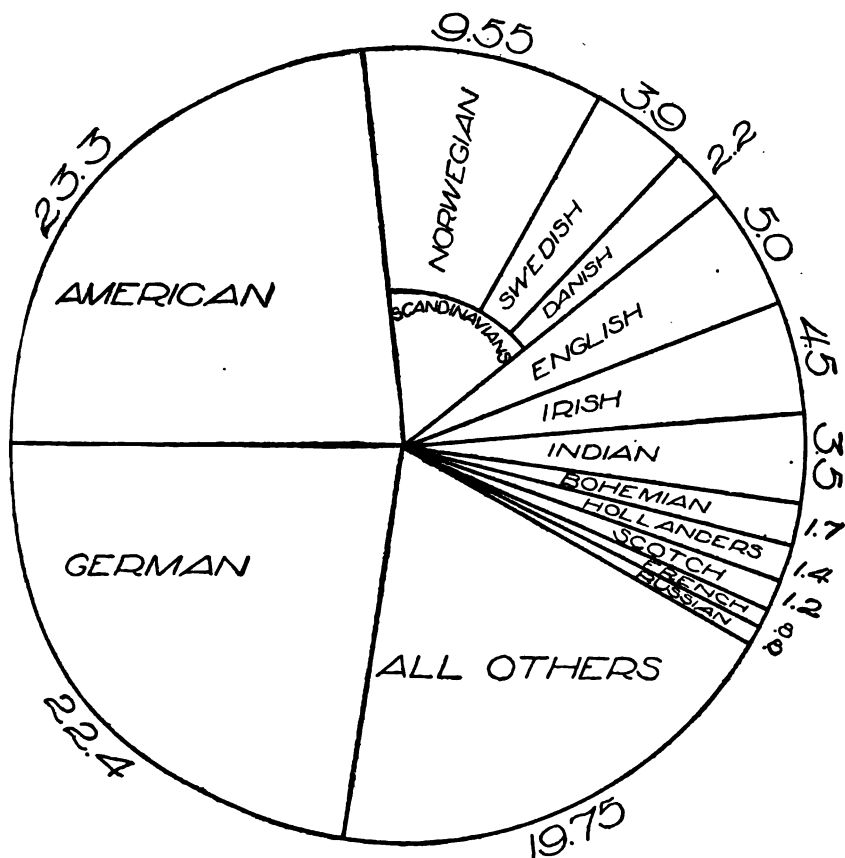


FIG. 2.

and in Hanson County the German-Russian Mennonites still live the quaint community life brought with them from Russia. German, not English, is the language of the villages, although in most of the schools English is the medium of instruction. The German-Russians have settled chiefly in the north-central and northwestern parts of the State, where they have spread over many counties. Because

¹ Recently stopped by order of the State council of defense.

of numbers, more than for other reasons, have these people been slow to become Americanized. Scandinavians and Swedish Finns comprise a large per cent of the population. They settled the State at an early date and became possessed of the best land; from the first they have taken a leading part in the political and economic life of the State. By reason of their close kinship to people of Anglo-American origin, in tradition, history, and ideals, they are easily Americanized and so form no special problem.

Illiteracy and school education.—The Federal census of 1910 places the number of illiterates in the State 10 years of age and over at 12,750, or 2.9 per cent of the total population. However, only 0.4 per cent of the native whites are classed as illiterates, and 5 per cent of the foreign-born whites. More than one-half of the persons included above as illiterates were Indians and therefore were wards of the National Government. They should not have been included. The State census of 1915, on the other hand, gives the total number of white illiterates, native and foreign born, at 3,134, or 0.72 per cent of the whole population. This places South Dakota close to the first rank in low per cent of illiteracy.

Whatever of illiteracy there is seems limited to a few of the older settlers of foreign origin and to some youth that grew up in comparative poverty in the days of early settlement. In some sections a condition of "near illiteracy" prevails, due to the scattered homesteading west of the Missouri River, with long distance to nearest school, bad roads and severe winters. Conditions like these are found in all pioneer communities. They must be met and remedied through the organization of a new type of school education, quite different from the system that now prevails.

A study of the whole population above 18 years of age—i. e., 340,124 people—discloses the fact that 296,052 persons have had at least an elementary school education; 27,345 have attended high school; 3,178 have attended or have graduated from normal school; 7,371 have had some college education; and 5,006 are college and university graduates.¹

Wealth of South Dakota: How well it is utilized for educational purposes.—South Dakota is a State of thrifty, well-to-do middle class people; it has few poor people and few of great means. Wealth is equitably distributed. For a comparatively young commonwealth the State makes an excellent showing. In 1915 the assessed valuation of all classes of property reached the great sum of \$1,271,573,249, or an average of \$2,182.01 for each man, woman, and child in the State. On the basis of estimated actual valuation it would amount to

¹ See Third Census of South Dakota, p. 48.

\$4,386.48 per capita. On a fair estimate basis this would amount to \$4,970.89 per capita, an increase of \$584.41 per capita in two years.

The bank deposits in the State increased from \$14,732,983.71 in 1900 and \$87,783,967.78 in 1910 to \$179,822,797.37 in 1917. There is no better evidence of prosperity than this. In 1917, furthermore, the gross production from all South Dakota farms amounted to \$457,350,000, or about \$4,355 of gross wealth produced for each farm in the State.

The total resources available for the education of each child in the State, 5 to 18 years of age, is (1917) \$11,821. This average amount is exceeded by six States in the Union only. But the State's actual investment in public school education is not so satisfactory. As appears in Table 4, South Dakota ranks as thirteenth among the North Central and Western States in actual school expenditure on

TABLE 4.—Amount expended on public schools per capita of total population (1915-16)—North Central and Western States only.

1. Montana.....	\$14.14	13. South Dakota.....	\$8.23
2. California.....	10.93	14. Oregon.....	8.04
3. Arizona.....	10.44	15. Wyoming.....	8.01
4. Utah.....	10.33	16. Ohio.....	7.89
5. North Dakota.....	10.25	17. Michigan.....	7.88
6. Idaho.....	9.65	18. Colorado.....	7.83
7. Iowa.....	9.35	19. Nevada.....	7.18
8. Minnesota.....	9.17	20. Illinois.....	7.15
9. Washington.....	8.53	21. Wisconsin.....	6.67
10. Indiana.....	8.53	22. Missouri.....	5.21
11. Nebraska.....	8.51	23. New Mexico.....	4.86
12. Kansas.....	8.41	United States.....	6.28

a per capita basis of the total population, and (Table 5) as nineteenth, on a school population basis. This calculation is based on the 23 North Central and Western States only. The State thus ranks in the lower half of the list. From this it may be concluded

TABLE 5.—Amount expended on public schools for each child 5 to 18 years of age (1915-16)—North Central and Western States only.

1. Montana.....	\$65.71	13. Minnesota.....	\$33.87
2. California.....	56.24	14. Colorado.....	33.46
3. Nevada.....	43.73	15. Ohio.....	33.37
4. Arizona.....	42.60	16. Michigan.....	32.03
5. Washington.....	38.91	17. Kansas.....	31.79
6. Wyoming.....	38.81	18. Nebraska.....	31.37
7. Oregon.....	36.61	19. South Dakota.....	29.73
8. Idaho.....	36.55	20. Illinois.....	29.07
9. North Dakota.....	36.43	21. Wisconsin.....	24.30
10. Iowa.....	35.60	22. Missouri.....	19.97
11. Utah.....	35.51	23. New Mexico.....	16.76
12. Indiana.....	34.13	United States.....	23.87

that the State has not in the past utilized its great resources for educational investment as fully as most of the States of the Middle West and West. It is fair to assume, finally, that the rich young State will be willing to invest much more in school education in years to come, provided it can be shown that the investment is made in the right type of education.

Chapter II.

FUNDAMENTAL EDUCATIONAL NEEDS OF THE STATE.

The salient facts brought out briefly in the foregoing pages indicate in a general way the educational needs of South Dakota. The State is primarily agricultural. The soil is the foundation and mainstay of its wealth. The three-fourths of the population living on the land are, in the last analysis, the chief wealth makers of the Commonwealth. Their capacity for leadership, their ability to produce scientifically from the land, and their native desire for wholesome, happy living on the land will be determined chiefly by the kind of school education provided by a thoughtful Government.

The population is largely native born, though a majority come of foreign ancestry. They are a heterogeneous people, who have, in addition to their native American traits and traditions, a great inheritance from foreign shores. With fair appreciation and utilization, these double gifts may be expected to produce a Commonwealth of loftiest ideals and successful in material ways. As a whole the people are upstanding and forward-looking, with a fair margin of wealth. Poverty is practically unknown. Most of the farmers own the land they till; tenant farming is not yet, at least, much of a menace. Democratic ideals prevail; ability and thrift are the criteria by which men's worth is measured. Such a people offers the best opportunity for a universal education of high standards, cultural, scientific, and practical. This calls for an efficient system of modern school education. The highest cultural level must be maintained, for without appreciation for the noble and beautiful in life and without ability to think and act for oneself, real democracy is impossible. Similarly, the life and occupations of the people must be made to reflect modern science and business efficiency, if they are to have a happy, wholesome existence in the open country, in town, and in city.

Determining factors in a modern educational system.—An efficient school system, whether in South Dakota or elsewhere, should be planned to enable the people to get the greatest good out of life for themselves and their fellow men. Does the type of education provided keep the people in the enjoyment of good health and sanitary surroundings? Do the schools teach the children and their parents the great responsibilities and opportunities as members of the greater

social group—the community and State? Do they prepare people to earn a good living on the land and in the industrial centers? Do the schools instruct people in such a way that they will dedicate their wealth and leisure to ethical and esthetical pursuits, to improve themselves and help upbuild the community and the race?

This conception of modern education is more comprehensive than the old. The whole farm place with all its many interests becomes an important part of it. The city's industrial activities are utilized. The business man, the bank president, the shop foreman, the practical scientist, the expert accountant, and the housewife are all concerned in this modern education; they are accordingly consulted to help make the school a vital factor in everyday life.

Agricultural life, the great determining factor in South Dakota education.—It is assumed that the three-fourths of the population living under rural conditions are eager to bring about an era of real scientific farming. This kind of farming goes hand in hand with intelligent, educated leadership. To produce such leadership, in good measure, there must be set up in rural districts distinctive community schools in every way equipped to help the rural population to wholesome, joyous living on the land. This kind of school is yet practically unknown in South Dakota.

But the study of agriculture should not be limited to the men who plow, and sow, and reap. Whatever the people who live in the towns and cities of South Dakota accomplish toward success in life is sure to depend largely on the agricultural prosperity with which they are surrounded. In agricultural States one does not always find the bond of sympathy and understanding there should be between town and country people. This operates to the loss of all classes. School education can be of help here also. Secondary schools in incorporated towns and cities should offer practical courses in agriculture, in rural sociology, and farm economics. This would ultimately place agriculture on the high plane which it should occupy in the esteem of all South Dakota people.

Chapter III.

OUTLINE OF THE PRESENT EDUCATIONAL SYSTEM.

This chapter contains a brief statement of the most important phases of the present educational system, and is intended as a basis for the discussion in later chapters of this report. The topics included are: State boards and departments, county supervision, school district organization, the public school system, school maintenance, teaching staff and teacher certification, normal schools and professional preparation of teachers, and higher institutions of learning.

State boards and departments.—Public education in South Dakota is administered through four distinct departments or boards: (1) The State department of public instruction; (2) the State board of regents of education; (3) the State board of charities and corrections; and (4) the State board of education.

(1) *The State department of public instruction* is presided over by a superintendent of public instruction. His administrative functions are defined by the laws of the State. They embrace "general supervision of all the county schools and high schools, and of all the city and county superintendents of the State." This article of the code is comprehensive and would give the State superintendent the requisite power to determine the general outlines of a liberal State administration of public education were it not that he is in other respects limited through statute particularization and hampered for lack of financial support, short office tenure, and party politics.

(2) *The State board of regents of education.*—The control of the higher educational institutions of the State—the university, the college of agriculture, the school of mines, and the four normal schools—is vested in a board of five regents, appointed by the governor and ratified by the senate. The regents of education are a body corporate charged with managing the property of the State schools and with administering their educational affairs. The regents are empowered to delegate provisionally to the presidents and faculties of the schools such of the authority given them by law as they may deem wise. The regents constitute a perpetual body clothed with liberal authority. They are chosen from the prevailing political parties and receive compensation for their services. This board has always upheld the best traditions of the State by attracting to its

service only men of known probity, wisdom, and honor. In practice, unfortunately, there is no link between this important body and the State superintendent of public instruction, who is not even an ex officio member of the regents, although he is by law charged with certificating all graduates of the State schools who expect to become public school teachers.

(3) *The State board of charities and corrections*, as indicated in the name, is charged with management of the State penal and charitable institutions—the penitentiary, the two asylums for the insane, the industrial school, the school for the deaf, and the school for the blind. This board, like the regents, is composed of five members appointed by the governor with the consent of the senate. They are renumeralated for their services and hold office for a term of six years. The most important function of this board also is educational. The schools for the deaf and blind are exclusively educational and need most expert supervision; the industrial school likewise is organized to teach wayward boys and girls to become good members of society. Even the penal institution and the asylums for the insane have educational features which demand expert professional attention. In some progressive States the charitable and corrective institutions are placed under the same educational direction as the other educational institutions. As now organized the State board of charities and corrections is not an educational board in the professional sense.

(4) *The State board of education* is of recent origin. It was organized by the last legislature, to comply with the requirements of the Smith-Hughes Act. The State superintendent of public instruction is the ex officio president of the board; the other members are the presidents of the university and the college of agriculture, and four persons appointed by the governor, “two of whom shall be members of a State normal school, one a superintendent or a principal of a city or town school, and one a county superintendent.” The term of office is four years. The members of the board receive no remuneration for their services. This board has all the necessary power to cooperate with the Federal Board for Vocational Education in the administration of the powers of the vocational education act.

County supervision.—The county is the unit of school supervision for all except independent school districts, which provide their own local superintendents. The county superintendency is political rather than professional. The superintendent is elected at the regular biennial election for a two-year period and can not by law hold the office more than two consecutive terms. His compensation ranges from \$900 to \$2,000 per annum, with not to exceed \$400 for necessary traveling expenses. In counties having more than 75 schools the superintendent may appoint a deputy or clerk.

The county superintendent is "charged with the general supervision of the schools in his county. In towns having less than 1,00 inhabitants he shall have authority of direct supervision." He visits schools, keeps records of schools and reports the same to the State superintendent annually; he issues special certificates between periods of State examinations, holds teachers' conventions, annual institute summer schools, and annual meetings of school trustees; he encourages reading circle work, industrial exhibits, and in sundry other ways promotes education in his county. In practice he has little real authority in guiding the educational interests of the county, the effective unit of administration being in practice the school district and the district board.

School district organization.—The exact number of school districts in the State can not be ascertained, although it is approximately 4,500, with 5,011 one-teacher rural and 287 independent and consolidated schools. In organization the South Dakota districts are unique, ranging, as they do, in size from a single schoolhouse district to a whole county with many schools. Each unorganized county constitutes a single school district; organized counties are divided into school districts along township lines, i. e., into township districts of one or more congressional townships; and township districts are subdivided into smaller local districts whenever there is a popular demand for such subdivision. A number of counties have been subdivided into these ineffective, small one-school districts; others are wholly organized as township districts; and still others have a mixture of small districts and township districts. As now organized, none of these organizations is wholly satisfactory, as will appear in a later chapter.

Every school district, not an independent district, is administered by a board of three members, elected at the annual school meeting who hold office for three years. This small board manages all local school matters within certain legal limitations and under instructions from the annual school meeting. The boards employ teachers determine the length of the school year, and prescribe what subjects may be taught in addition to those determined by law—in a word, they have full charge of the school, and on their ability as administrators depends the success or failure of the county schools.

All cities, towns, and adjacent territory are organized as independent districts and are governed under special legislative provisions. Such districts are administered by larger boards of education and have, for the most part, their own superintendents of schools.

The public school system.—South Dakota has a free school system of 16 years or more, embracing 8 years in elementary school, 4 years in secondary school, and 4 or more years in the University of South Dakota, or courses of varying length in the State College of Agri-

culture and Mechanic Arts, the State School of Mines, and the State normal schools.

The 5,298 rural schools are practically all elementary schools, 86,785 of their pupils attending the grades, with only 2,057 in high school. In independent districts there are 35,827 pupils in elementary schools and 9,467 in high schools. A large majority of rural children of secondary school age either do not obtain high-school instruction at all, or they are obliged to attend town schools. Township high schools may be organized under law, open to all children of school age in the school township; but very little advantage has been taken of this opportunity to establish secondary schools within reach of all children.

Some progress has been made recently in the reorganization of the 12-year school plan. A number of the larger towns and cities have begun to plan the schools on the "six-and-six" plan and are making good strides in organizing junior and senior high schools.

School maintenance.—The public schools draw their support from several sources. The most important of these is local taxes, levied on all taxable property within the school districts. In 1916, 76.14 per cent of all school revenues expended during the year came from local taxes. The income on the State permanent fund of nearly \$14,000,000 is a second source of revenue. This produces a considerable portion of the school maintenance. Certain other sources—to be defined in later sections—produce the balance of the school revenue. In 1916, 17.85 per cent of the total public school maintenance came from the State permanent fund, and 6.01 per cent from "other sources."

The State's higher educational institutions are supported by direct legislative appropriations, from the income on endowment lands held in trust by the State, and in case of certain of the institutions, from Federal appropriations.

South Dakota levies no regular State tax for the public schools; nor does the State levy a permanent millage tax as a permanent endowment for its higher educational institutions.

Teaching staff and teacher certification.—It requires more than 7,000 teachers to fill the teaching positions in the public elementary and secondary schools of the State. Of this number 5,374 are needed (1916) in "common" school districts and 1,683 in independent districts. The teaching staff varies in academic and professional preparation from practically no preparation at all to college and university graduation, together with good training preparation in normal school or school of education. Public education in the State suffers, as is true of many other States, because the schools are manned largely by immature persons of meager preparation and limited professional outlook. Conditions which were bad enough

before the war have become accentuated in recent months, and now call for serious consideration by lawmakers and parents.

Teacher certification, in this State, is controlled through the State department of education, which has charge of the examinations, grades the papers, and issues the certificates. The only exception to this rule is in case of the so-called special certificates issued by county superintendents to candidates "who present proof that they were unable to be present at the last regular public examination." Such certificates are valid only until the next regular examination is held.

Professional preparation of teachers.—The State maintains normal schools at Aberdeen, Madison, Spearfish, and Springfield, which supply about 450 teachers¹ annually for the public schools of the State. The school of education in the university and the department of education in the State college prepare about 25¹ annually. Accredited denominational colleges furnish another 200,¹ which makes the annual output from all these schools 675.¹ The annual wastage in the teaching profession is, however, so large that other States and sources must be drawn upon to supply large numbers to fill vacancies.

There can be no real professionalizing the profession before all teachers are required by law to complete courses in the normal schools or other professional institutions. This will require the normal schools to enlarge their output greatly, or that the efforts of the normal schools be supplemented by teacher training in high schools or from other sources.

Higher institutions of learning.—South Dakota supports three higher educational institutions, not including the normal schools. They are the University of South Dakota, at Vermillion; the State College of Agriculture and Mechanic Arts, at Brookings; and the State School of Mines, at Rapid City. Unfortunately all these schools are situated on or near the borders of the State, and are not easily accessible.

There are in the State also a number of well-established denominational colleges and academies that have done great service in the State during its formative period. Many of the colleges are fully accredited by the State department of education, with legal authority to grant teachers' certificates. The following are on the accredited list: Augustana College, at Canton; Dakota Wesleyan University, at Mitchell; Huron College, at Huron; Yankton College, at Yankton; Lutheran Normal School, at Sioux Falls; Sioux Falls College, at Sioux Falls; and Wessington Springs Junior College, at Wessington Springs. The following academies are accredited to grant lower grade certificates: Notre Dame Academy, at Mitchell; and Ward Academy, at Academy.

¹ This includes graduates only.

Chapter IV.

GENERAL STATE ADMINISTRATION OF EDUCATION.

The superintendent of public instruction is the chief educational official in most of our States. He is charged with enforcing the educational law in spirit and in fact; he is the professional adviser of the supervisory and instructional staff of the State. In a word, he organizes and directs the educational forces within his State. The State superintendency is a big man's or a big woman's job. It is hard to conceive of a more important office, or a more difficult position, if one takes into consideration the legal and other limitations usually met with in the average western Commonwealth. At all times it calls for a person of great tact, good initiative, and much executive ability.

The State superintendency in South Dakota weakened by legal limitations.—In this State the office of superintendent is limited in its administrative efficiency by constitutional and legal provisions. The office is not popularly considered the highly important position that it is. It is a political office; the salary is limited by the constitution to \$1,800 per annum; and the term of office, while not fixed by law, is limited by custom to four and, occasionally, to six years.

To leave this professional office to the caprice of party politics is, to say the least, unwise. Many of the strongest professional educators would not care to enter a contest for the office, if for no other reason, because an election is not always determined by professional fitness, but often by aptness in vote-getting. The superintendency should be removed from politics and be made appointive.

Moreover, the short term of service keeps many from seeking the office. Progress in education requires a continuous policy, not limited by short tenure or subject to the accidents of politics. The office should be held subject to good behavior, and the incumbent should be removed for good cause only.

The salary is limited by the constitution to \$1,800 per annum. Fifty dollars per month is added to this sum to pay house rent, provided the superintendent makes the State capital his home. No other State in the Union, save one comparatively poor Southern State, pays such a beggarly salary. The office can not expect to attract really strong men until it pays a salary commensurate with the importance and dignity of the office. Certainly, the State super-

intendent should be remunerated at least as well as the heads of the State's higher educational institutions and the leading city superintendents, which is now far from being the case.

Again, the constitution and laws are silent on the matter of the superintendent's educational qualifications. Every teacher in the service and every supervising official in city and county must have certain legally prescribed qualifications. It is assumed, of course, that the State superintendent will be a well-prepared educator; but this has not always been so.

Other States and permanent professional superintendencies.—In 16 States the head of the State school system is appointive. In most of these States there are no limitations in regard to previous residence of the superintendents, who are appointed solely for their professional worth from the country at large. This practice has long been followed in the important city superintendencies in the State, and should, likewise, be followed in filling the more important office of State superintendent.

Two different plans are pursued in selecting the heads of State educational systems. The governor may appoint them, or they may be appointed by State boards of education. Of these two methods the latter is the more satisfactory. Where the selection is left to the governor there is at least the old danger of continuing the office in politics. On the other hand, if chosen by a nonpolitical State board of education, these difficulties would be overcome (see page 23). The first appointment might be probational, for a term sufficiently long to demonstrate the official's fitness for the place. Reappointment should be for an indefinite term, the State board retaining the right to remove the incumbent from office for misfeasance or malfeasance. Under such a permanent organization the State superintendent could raise the State school system to a high point of administrative efficiency.

It is further suggestive that the States which have organized their State departments of education on a professional basis pay better salaries than the elective States do. The following are a few of the States which place a premium on scholarship, experience, and general fitness by appointing their superintendents, and the salaries paid: New York, \$10,000; New Jersey, \$10,000; Massachusetts, \$6,500; Vermont, \$5,000; Rhode Island, \$5,000; Pennsylvania, \$5,000; Minnesota, \$4,500; and Ohio, \$4,000.

Organization of the State department of public instruction.—The law charges the State superintendent with supervision of the State's elementary and secondary schools. He has great supervisory and inspectorial duties. The county schools and county superintendents are nominally under his direction; the same is true of city and town schools and their superintendents, and other independent school dis-

tricts. He examines all persons who desire to teach in the public schools, and validates certificates issued by other States; he gives instruction and advice to institute directors, and helps manage the State reading circle. He is president of the State free library commission, and ex officio president of the new State board of education. He prepares and presents a biennial report to the governor; he has a voluminous correspondence covering interpretation of school law, appeals by teachers, school boards, and superintendents. So many and so varied are these duties and responsibilities that unless the superintendent has a large well organized "inside" and "outside" staff, there can be little time or energy left in which to plan and push progressive school legislation. It is well for the State to realize that it avails little to charge the superintendent of public instruction with supervisory, inspectorial, judicial, administrative, and similar duties, unless he is provided with an adequate force of helpers who can form the necessary trained organization through which to exercise the will of the State.

Now what are the facts in regard to the organization of the State superintendent's office in South Dakota? The total office force at the present time consists of a deputy State superintendent, two clerks, and one stenographer. The cost of maintaining this office during the biennium, 1914-1916 was as follows:

Item.	1915	1916
State superintendent's salary.....	\$1,800	\$1,800
Salary of deputy and stenographer.....	2,440	2,440
Two clerks.....	2,400	2,400
Office expense, supplies, and incidentals.....	4,715	4,799
Traveling expense of superintendent and deputy.....	522	801
Total.....	11,877	12,240

The State superintendent receives, in addition to this, \$50 per month for house rent.

The State maintains no specialized educational staff to carry out the requirements of the law. The State superintendent and his deputy spend as much time as they can spare in field work. But no real forward-looking educational policies can be realized under these conditions. While they are devoting their energies to field work, office tasks accumulate, requiring overtime and long hours to clear up the accumulations. The department has no State high-school inspector (the deputy superintendent gives what time he can spare to this office); it has no elementary school inspector; and no supervisor for consolidated and other rural schools. This department organization is wholly inadequate for a State of South Dakota's size and wealth. It is probably true that for its size and population South Dakota has a smaller staff in its superintendent's office than has any other State in the Union.

A larger conception of the State department of public instruction.—The public conception of the functions of the old State superintendency has undergone marked changes in recent years. The public is beginning to realize that this office—under whatever name it may have—must be de facto head of the entire State system of schools, not alone the elementary and secondary schools, but as well of all higher educational institutions and specialized phases of education. The State has unquestionably suffered great educational loss because its State department of public instruction has been limited by reason of poor financial support in the main to the mechanical side of school administration. In justice to the present superintendent and his staff it should be said, however, that the work is efficiently done, so far as it can be done at all with the present small staff. But no important constructive educational policy has yet been initiated, including the various educational agencies in the State. Under prevailing laws and with the present meager legislative appropriations little can be done toward centralizing the professional leadership in the State superintendent's office. In fact, a comprehensive reorganization of the department is highly desirable, to make it part of the proposed system of State-wide school administration outlined in Chapter V.

The State board of regents of education is organized under a constitutional provision (art. 14, par. 3), which reads:

The State university, the agricultural college, the normal schools and all other educational institutions that may be sustained either wholly or in part by the State shall be under control of a board of five members appointed by the governor and affirmed by the senate under such rules and restrictions as the legislature shall provide.

The political code makes specific provision for the selection, term of office, continuation in office, powers, duties, etc., of the board of regents. Their term of office is six years; vacancies are filled by the governor. They must be persons of "probity and wisdom and selected from among the best-known citizens, residents of the different portions of the State, none of whom shall reside in the counties in which any of the State educational institutions are located." The traditions of the board of regents are enviable, as exceptionally strong men have invariably held this important trust. The portion of the section placing limitations on the place of residence of members is a wise provision, as it removes the possibility of local pressure and other ulterior influence.

The board of regents elect a president from among their own members, and a paid secretary and stenographer who shall not be chosen from among the members. They hold two regular meetings annually and as many special meetings as they may deem necessary. The regents are each paid an annual salary of \$1,000.

The functions, powers, and duties of the regents are many. They have full control of the affairs of the university, the college of agriculture, the school of mines, and the four normal schools. They are a board of laymen comprising the best business ability of the State, well fitted to give the higher educational institutions a good business administration. On the other hand, many of their prescribed functions are purely professional, requiring the interpretation of the educational expert. This means that many important tasks of a professional nature must at the present be left for final determination with the presidents and faculties of the said institutions. This is in a measure wise. But a better plan would probably be to make the professional State superintendent an ex-officio member of the board of regents (see p. 25), to represent the professional policies of the regents before the presidents and faculties, at the same time that he represents the interests of the public schools of the State in these higher institutions. At the risk of repetition it may be stated here that no real educational link, at the present time, binds intimately the head of the State's public schools and the heads of the State's higher educational institutions. This has led to considerable embarrassment and some misunderstanding, and much loss of efficiency. How this may be remedied is explained in the next chapter.

The State board of charities and corrections is a purely lay board. At present it is composed of business and professional men of good ability, but without the special qualifications required to administer successfully important educational institutions. This board has complete management of the State penitentiary, the two asylums for the insane, the training school for boys and girls, the school for the deaf, and the school for the blind. The board of charities is appointed and organized on the same plan as is the board of regents. The members each receive an annual compensation of \$1,500 and necessary expenses. But in functions and duties this board differs materially from the former. The regents administer a group of purely educational institutions. The board of charities have control of two schools that are wholly educational—the schools for the deaf and the blind; of one which is both educational and corrective—the training school for boys and girls; of two which may be classed as charitable; and of one which is penal and corrective.

The State board of charities and corrections should be continued as at present, but the three above-mentioned educational institutions should be placed under the jurisdiction of a board organized to care for educational institutions to make the schools more effective than now. (See p. 24.) Details of this proposed reorganization are explained in the next chapter.

Chapter V.

IMPROVEMENT IN STATE SCHOOL ADMINISTRATION

The last few years have brought about a great change in the place and importance of public school education in the United States. This enlarged conception of education has added new importance to the chief educational office in the State—the State department of public instruction. The office as originally created in the older States was chiefly clerical and statistical, much akin to the now passing ideas of the functions of a middle-western county superintendent. Almost any person chosen from the general electorate could fill the place to the satisfaction of the public.

But the demands of to-day require a new type of educational leadership, able to master the manifold problems of modern school organization and administration, general instruction, school sanitation, industrial and vocational education, interrelation of the public and higher schools and educational legislation.

The State in new educational leadership.—The great problem in South Dakota is how best to manage the State's growing educational business; how best to create an educational organization strong enough to do the work efficiently and economically, and in a large constructive way. The present State department of public instruction was organized when the more limited conception of school education prevailed. The great problem now confronting the State is how best to reorganize its educational administration, how to centralize it for greater effectiveness in capable hands, without taking away from the smaller educational units their local initiative and administrative efficiency.

The survey committee is convinced that the needed reorganization can best be brought about by enlarging the powers of the present State board of regents of education and give it central control of the educational affairs in the State. The enlarged board should retain all its present powers and duties, and in addition thereto have general oversight of the public elementary and secondary schools, the school for the deaf and the blind, and the training school for boys and girls, and, finally, to absorb the functions of the State board of education.

created to meet the requirements of the Smith-Hughes Act. The State board of charities could continue as a State board to administer the State asylums for the insane and the State penitentiary.

Enlarged State board of regents of education.—The enlarged board should be primarily a lay board, representing the larger educational policies of the public, delegating the professional side of education and the administration of their general policies to their appointive executive officials, the State superintendent of public instruction, and the presidents of the higher educational institutions. The board should be composed of eight members to be appointed by the governor, by and with the consent of the senate, the term of office to be eight years, not more than two members to retire each biennium, thus perpetuating the board's continuance and making it permanent. Vacancies should be filled by the governor as at present. The same care should be exercised in selecting the members as in the case of the present board of regents. The appointment should be for absolute worth and regardless of residence—provided that no regent be chosen from the county in which a higher institution of learning is situated—occupation, party affiliation, religion, or sex. The members should serve without remuneration, except actual traveling and other necessary expenses.

The general powers and duties of the enlarged State board of regents of education should be:

(1) To retain and continue the powers and duties now held under law for the administration of the State university, the State college, the school of mines and the State normal schools.

(2) To have general oversight and control of the public-school system of the State.

(3) To select a State superintendent of public instruction, to be the executive official of the board.

(4) To require uniform records and reports, in form to be prescribed by the superintendent of public instruction, from all educational institutions supported by the State, and from all other organizations doing educational work receiving State accreditation and recognition.

(5) To classify and standardize, under the direction of the State superintendent, the public schools of the State.

(6) To prescribe the standards and courses of study for the State normal schools, the educational departments of the denominational colleges and academies accredited under State law, and such other teacher-training institutions as may be established by law.

(7) To adopt rules and regulations for the sanitary inspection of schools and for the physical examination of school children; and, in conjunction with other State authorities, to see that the rules ~~relat-~~

ing to school health, compulsory education, and child conservation be enforced.

(8) To have general control of the schools for the deaf and the blind and the industrial school for boys and girls.

(9) To act as a board of control for the State library and the State historical collections.

(10) To transmit to the governor and the State legislature a biennial report covering all the activities of the university, the State colleges, and of the State department of public instruction in its relation to all public elementary and secondary schools and the above-mentioned higher educational institutions of the State.

(11) To perform such other duties and functions as are prescribed by law.

The State superintendent of public instruction.—Under this proposed reorganization the superintendent of public instruction would become the executive official of the State board of education to carry out in detail the educational policies of this board. He should be appointed by the State board for professional ability and successful educational experience, regardless of residence or party affiliation. After a probational service to prove his ability, he should be reappointed for an indefinite term of years. His salary should be commensurate with the importance of the office and in keeping with what is being paid for this service by the most progressive States in which this official is appointive.

(1) The State superintendent of public instruction should be the executive official of the State board of regents of education and executive head of the State department of education, and should enforce all the rules and regulations made in conformity to law by the State board for the public elementary and secondary schools.

(2) He should have supervision of all the different divisions of the State department of education and should be held responsible by the State board for the proper administration of the duties of each such subdivision.

(3) He should, in cooperation with the heads of the State's teacher training institutions and in conformity with law, prescribe courses of study for these training schools, methods and standards for the certification of teachers and validation of teaching credentials from other states.

(4) He should personally direct all educational activities wherein the State department of education, under law, cooperates with the presidents and faculties of the higher educational institutions of the State.

(5) He should have such other powers as under law belong to the office of superintendent of public instruction.

The State department of education.—As may be seen from the following illustration (Figure 3), the reorganized State department of education is comprehensively planned on lines of approved business principles. The most important business in South Dakota is education. Its State school administration should no longer be obliged to continue the present haphazard, cheap way. If the State is to get full returns on its great educational investment, the methods, ways, and means utilized must be of the most approved known to experts in school administration.

The proposed department outlined above is organized into administrative divisions, each in charge of an expert in his particular edu-

PROPOSED PLAN FOR ORGANIZATION OF STATE DEPARTMENT OF EDUCATION

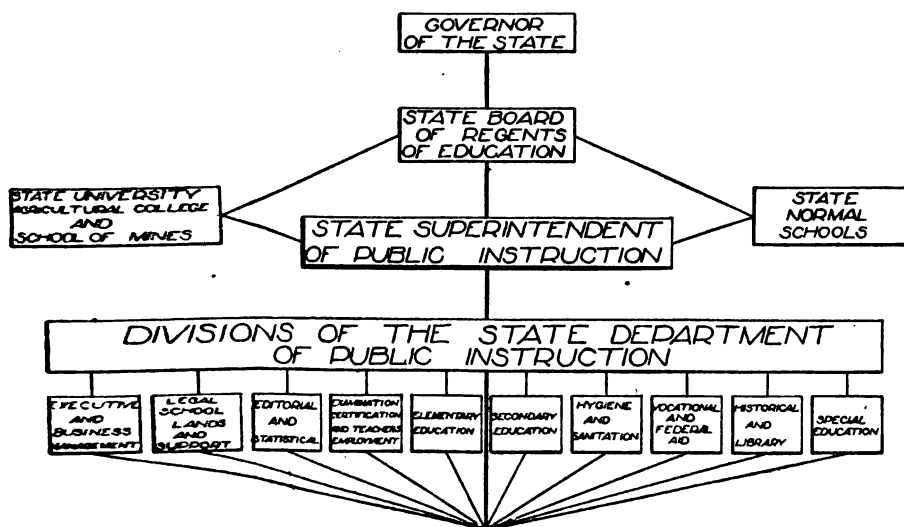


FIG. 3.

cational field. It is proposed that all such divisions be organized at once, although several may be combined under one head until additional staff officers are required by the increased volume of work.

The executive division should have charge of the business management of the department and keep all the books and records of the State board of regents of education. The head of this division could act as secretary for the State board of regents of education. He might also apportion the State school funds, under the direction of the State superintendent.

The legal school lands and maintenance division might, for the present, remain in personal charge of the superintendent of public instruction. This division should edit and annotate the school code—an important task at the present left to publishing houses through-

out the State. The superintendent has the power under law to interpret the school code and decide matters of controversy arising under it.

The elementary education division should have charge of educational measures in open country districts and in places of less than 1,000 population. It should study the means for improvement of the schools aforesaid and through field propaganda and in other ways be of assistance to school patrons; it should especially devote its energies to school consolidation, to introduction of agricultural instruction, home economics, manual training, etc.

The secondary school division should classify and accredit the high schools of the State, and inspect them from time to time to see that they comply with State requirements.

The vocational education division would do the work of the State board of education which was recently organized to accept the benefits of the Smith-Hughes Vocational Education Act.

The hygiene and sanitation division should be intrusted with the enforcement of legislation on school hygiene and sanitation. It would have charge of the health inspection of school children, and prepare and sanction plans and specifications of all public-school buildings to be constructed in the State.

The historical and library division should be directed by the present State historian and should include the present State historical collections and State museum and the State library.

The special education division should be intrusted with all correctional education, with instruction of the deaf and blind, and of subnormal children, which work would be done under the immediate direction of the superintendent of public instruction.

Steps in the reorganization.—To the end of consummating the reorganization proposed in this chapter and other changes outlined in later chapters the survey committee recommends:

(1) A constitutional amendment to enlarge the powers and duties of the State board of regents of education.

(2) A constitutional amendment providing that the legislature determine the method of selecting the State superintendent of public instruction and county superintendents of schools, and fixing their qualifications, compensation, tenure, salaries, and powers and duties.

(3) A constitutional amendment to place the State Training School, the State School for the Deaf, and the State School for the Blind under the control of the State board of regents of education.

Chapter VI.

LOCAL SCHOOL ORGANIZATION AND ADMINISTRATION.

Present tendency in school district organization.—The State is subdivided for local administration of education into school districts which, in organized counties, vary in size from a few square miles supporting a single school to several townships supporting many schools. In this particular the school organization of South Dakota is quite unique, as in most other States only a single type of school district organization prevails.

The code under which public school districts are organized provides (Art. III, Sec. 68) that "townships shall be made the boundary lines of the districts." Again, that the county commissioners "may, at their discretion, when for the best interests of the schools, organize one or more congressional townships into one school district." Provision is also, unfortunately, made for further divisions of these one or more township districts into smaller districts at the pleasure of the patrons concerned. (Art. III, Sec. 69.) At the present time the tendency is toward smaller and smaller units of organization for local support and school administration.

A study of South Dakota's educational map shows that the one unorganized county, Todd, forms (Art. III, Sec. 68) a single county-wide school district; that many of the newer, sparsely-peopled counties west of the Missouri River are divided into school districts containing one to five or even more congressional townships. East of the river some counties have retained the township district intact; others have a mixture of township and single school districts; while still others contain only the small local districts.

History of school district organization.—It is important to determine the effect of this gradual disintegration of the large school districts into smaller and smaller areas on the economy and efficiency of the schools. Are these small districts suitable units of administration for a great agricultural State seeking in its schools effective preparation for agricultural life? Are they conducive to the organization of larger, effective schools of elementary and secondary type? Or do they tend to perpetuate the pioneer system of three R's schools? The queries can best be answered after making a brief statement of the evolution of school district organization elsewhere

The local schoolhouse district originated in New England in the early days of English colonization, whence it spread westward wherever the settlers penetrated the wilderness. It was purely a community enterprise, each group of families organizing and supporting its own school as best it could. The district organization usually preceded school legislation, which later sanctioned it as the only practicable organization for the settlement.

Throughout the United States people have begun to realize that the small district has about outlived its period of usefulness, and that it ought to be supplanted by a more effective unit of organization. In New England the more compact township organization has already driven out these local districts. The same is true in Pennsylvania, Indiana, and other States in the Middle West. The Southern States generally are organized under the county unit, with one board of trustees for all the schools in a single county. Eighteen States have already adopted the county unit in one form or another, and 13 are using township organization in whole or in part. In all the rest there is a strong movement under way to supplant the pioneer district with one or the other of township or county organization, with the latter generally in the ascendancy.

The chief reason for discontent with the local district is that it has become an almost insurmountable obstacle to the type of school organization required by a modern rural population. As a tax area it causes untold injustice and inequality. School consolidation and the maintenance of rural high schools have proved exceedingly difficult where local boards and district lines have to be considered. Finally, local jealousy and closefistedness and individual indifference have often resulted in short terms and underpaid teachers, a meager course of study with the usual results—non-enrollment of a large proportion of the school population, irregularity of attendance, and early dropping out of school.

Local administrative units.—This State has not in every respect followed the natural trend of local administration outlined above—i. e., beginning with the small district and later turning from it to something more practicable for an up-to-date agricultural commonwealth. The first territorial superintendent of schools, Gen. W. H. H. Beadle, himself reared under the township system in Indiana, anticipated the organization of small districts by having the present township system included in the code. However, the great mistake made in this State was to give the township unit the same kind of school administration as in the one-school district. In this respect the South Dakota township district differs from that of Indiana, which may explain the doubtful success of the unit in South Dakota.

The evolution in local administration in the State, as it appears to the casual student, may finally be summarized thus: The large un-

organized county forms a single county district under control of the governor. In the organized counties the settled portions are divided by the county commissioners into township districts of one or more congressional townships. In the older settled counties these large township units are disintegrating into small one-school districts (1) because of immoderate desire to have the school as near one's own home as possible, or (2) because the administration of the larger districts has occasionally proved unsatisfactory in practice. A reaction is beginning to set in against the small districts; but usually this does not take place until after the community has suffered from all the inherent weaknesses that belong to the small, helpless district. Consolidation of small districts is finally being resorted to as the ultimate solution of a very difficult problem.

The township district is managed by a school board of three members, who have complete control of all the schools within the district. If the district happens to contain three or four schoolhouses, educational advantages are usually fairly equalized among them; but if they have more than three schools, some of these are likely to be neglected. The explanation is not far to seek; the three board members are usually distributed over the district so that each member lives near his own school. In the board meeting he is inclined to use his influence to the end that this school gets "what is coming to it," to the serious loss of the unrepresented schools. Because of this the unrepresented portions of the large districts are prone to start a movement to organize small districts of their own. This statement is not meant as a condemnation of all township districts, as the committee found many well-administered township districts. The township organization is assuredly preferable to the local district; but neither seems adequate to present needs.

The study of the prevailing school districts has disclosed that:

1. *Small school boards are ineffective and impracticable.*—South Dakota has approximately 4,500 school districts, each in charge of three local trustees. This makes a small army of about 13,500 men. A well-settled county has from 50 to 300 or more trustees. Such an organization is inexcusable. It is unreasonable to expect that half a hundred men can be found in an ordinary county suited by temperament and training to fill all these positions. Even if the men could be found, there is neither business reason nor educational reason for bringing such a large force into the management of the schools.

2. *Board members often misdirect their efforts.*—Many board members give their time freely to the schools, and in some instances to good purpose. But, generally, their efforts spent are misdirected because they lack knowledge of educational needs.

3. *Inequality of school support.*—Wealthy districts are sometimes controlled by men whose chief aim is to keep taxes down. In neigh-

boring districts, with smaller aggregate wealth, it may happen that the school plant is modern and satisfactory because the men then tax the community to the limit.

On general principles the whole wealth of the State should be made available for educating all the youth of the State. This is both right and just, for education is a State function, to be supported like other similar functions. While it is the conviction of the survey committee that the State should levy a State tax for school purposes (see p. 55), the same principle should be applied to the county. The school district has proved too small to be intrusted with final legislation in such matters as taxation. Taxation for general educational purposes should be vested in the larger natural unit of civil administration—the county.

4. *Selection of teachers.*—Teachers are chosen by the local boards who do much as they please in these matters. Some counties which have superintendents of exceptional personality allow these educators a free hand in placing teachers, but this condition is unfortunately exceptional. The prevailing practice of selecting teachers by local boards has led to serious abuses that need not be mentioned here. Suffice it to reassert that the average school board in rural districts is unable to choose teachers wisely. This duty should be vested in some educational authority in closer touch with the teachers and with the schools that are training the teachers.

5. *Small districts are unable to meet modern community needs.*—The small one-teacher district does not have within its boundaries what is necessary to make a modern community school (see p. 71). The district school in South Dakota devotes its energies to the tool subjects almost wholly. Few pupils complete the prescribed course of study. The schools are not organized to attract and hold the larger boys and girls, and most of the schools are unable to provide the social aspects required of modern education. The small one-teacher district is unquestionably responsible for the following fundamental weaknesses from which all are suffering: Nonattendance of a large per cent of the school population; irregularity of attendance; and great wastage in attendance due to lack of interest in prescribed school work.

Proposed plan of school district reorganization.—The survey committee recommends the following reorganization of existing common school districts in the State:

1. Legal disestablishment of all common school districts as now organized in all counties with a school population of more than 2,000 children of school age outside of present independent districts,¹ and the establishment in lieu thereof of the county as a single school dis-

¹ Or in lieu thereof a certain number of persons of school age per square mile in the county to be determined by law.

trict; permissive disestablishment of similar districts in all other counties, and their reestablishment as single county districts.

2. Election of a county board of education for each county in the State to supplant the present district boards in all counties organized on the county-district plan and to have such powers and duties in all other counties as are set forth in Chapter VII.

The recommendations explained.—The first recommendation provides for an effective plan of school organization. The "county unit organization," by which name it is commonly known, has proved the most satisfactory of all forms of organization, wherever it has been properly safeguarded. In one or two States it is not satisfactory, because under it the people have been deprived of all the rights they formerly had. This is not true of the plan proposed for South Dakota in the present and the following chapter.

1. Under the proposed plan the members of the county board are elected by the people from among the leading men and women of the county. This allows the people to retain the reins of government in a large way.

2. In all counties reorganized under the county-unit plan each school community will be represented before the county board by one subdirector. (See Chapter VII.) This is really more than is true of some schools under the present system, as the schools in township districts of more than three schools are often grossly neglected if a board member does not live near such school. This is of course not invariably true, but altogether too often.

3. Under the county plan the county will become the unit of taxation, which is eminently fair; but this is not done to the exclusion of local tax rights. For extraordinary purposes the school community retains the right to levy taxes and issue bonds. (See Chapter IX.)

4. The most vital phase of the whole problem is just where to draw the line between counties to be classed under "compulsory" and "permissive" county unit. This form of government operates most satisfactorily in well-settled counties. Judged by the experience elsewhere 2,000 children of school age should be the minimum measure for a congressional county of 16 townships, or about three and one-half persons per square mile. A basis of not less than *three and one-half persons of school age per square mile* would probably prove more satisfactory than the flat minimum of 2,000 persons of school age, as the latter would exclude some of the small but well-populated counties, and include several of the large but sparsely settled counties.

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Chapter 11

COUNTY ADMINISTRATION AND SUPERVISION.

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matters. He is by law "charged with the general supervision of the schools of his county. In towns having less than 1,000 inhabitants he shall have authority to direct supervision." The superintendent's specific duties are to visit each school in his county as frequently as possible; to supervise the teaching process; to inspect grounds, buildings, etc.; to keep a complete record of his acts, and a register of all the teachers employed; to make annual and special reports to the State superintendent; to encourage and hold annual teachers' institutes and occasional teachers' associations; to encourage higher standards of teaching and employment of better teachers; to encourage reading circles; and to conduct annual contests in agriculture, industrial arts, and home economics.

Who the South Dakota county superintendents are.—Members of the survey committee met the county superintendents in groups at called meetings or saw them as individuals at work in their counties. There are many strong, well-prepared men and women among them, but also some who could never obtain the office of a county superintendent were it not for the ups and downs of party politics.

The following data are gleaned from questionnaires answered by each of the county superintendents in the State, a detailed tabulation of which appears in the appendix of this bulletin.

1. *Tenure.*—There are 64 superintendents, of whom 36 are women. Thirty superintendents have held office one year only, and one superintendent alone is in her ninth year (having begun a third term, though the terms have not been successive). In other words, there is absolutely no permanency in this important office. The State law makes the office a political plum to be passed around with the rest of the lay offices of the county, when in fact it is a professional office of the highest importance, to be held for an indefinite tenure by professional educators only.

2. *Age.*—The average age of the present incumbents is 38.68 years for men and 35.54 years for women; the median ages are respectively 37 and 33 years.

3. *Salaries.*—The amount paid for county superintendents' salaries during the past year was \$87,565.08. The travel allowance varied from \$85 to the legal maximum of \$400 per annum. Forty-three of the county superintendents reported the maximum allowance. The average annual salary of the county superintendents was \$1,368.23, the average total expense for the office, \$2,400.05. The total expenditure for maintenance of the office, including salaries for deputies and clerks, was \$153,603.22. Four counties, Brown, Day, Pennington, and Perkins, have deputies with salaries placed respectively at \$1,020, \$780, \$1,000, and \$850. Thirty-seven counties reported clerical help, 25 being for full time and 12 for part time. The salaries ~~paid these~~ helpers varied from \$3 per day to \$900 per annum.

4. *Education.*—Fifty-two superintendents reported high-school attendance—28 having completed four-year courses; 11 have had three years' work in high school; 18, two years or less; while 12 have had no high-school education at all.

Forty-eight superintendents have had additional preparation—25 in university or college, and 23 in normal schools. Twelve hold degrees from college or university; of these, 4 have the degree of A. B.; 3 the degree of B. S.; 2, M. A.; 1, Ph. G.; 1 B. L.; and 1 M. E. Of the 23 who have had professional preparation, 8 have had three years or more; 12, two years or more; and 3, less than two years.

Twelve superintendents have had high-school courses only; 7 have attended high school and college; 14, high school and normal school; 5, high school and university; 7, college and normal school; and 3, high school, college, and university.

5. *Time devoted to classroom supervision.*—Eight superintendents reported devoting one-half of their time to classroom supervision; 8 gave one-third of their time; 11, one-fourth; 21, one-sixth; 12, one-tenth; and the rest none. Sixteen of the 64 reported just enough time to classroom practice to meet the requirements of the law.

It appears from the above that the office tenure is too short to make possible the initiation and prosecution of concerted, well-organized policies to upbuild the schools. No sooner has a superintendent got big plans under way than he must yield to a successor, who, likely as not, is pledged to some other policy. To remove the office from party politics and make its tenure indefinite is the only sure way to make the superintendent the chief educational official of the county as he should be.

The salaries are insufficient to attract well-prepared, experienced men and women to the office. Many superintendents receive only the minimum of \$900. At all times, but particularly in these war times, such an allowance is scarcely enough to hold body and soul together, to say nothing about using a part of the income for professional improvement.

The academic and professional qualifications required to qualify for the office are too low. Only educators of long successful experience, holding college or university degrees, or advanced-course normal-school diplomas and State certificates or life diplomas should be eligible.

The superintendent should finally have an adequate working staff to aid him in giving the county an efficient system of administration and supervision such as the law assumes that he gives.

Increasing importance of the county superintendency.—The first county superintendencies in the United States were organized to administer and apportion the school funds, to keep records of school population and attendance, to enforce the school laws, and in other ways carry out the will of the people. These duties did not require

any particular qualities or training; therefore, the positions could be filled in the same way as other civil offices in the county, through seasonal election by the general electorate.

The rapid changes in rural life have thrust new responsibilities on the county superintendent as well as on his teachers. He still retains the clerical and financial duties given the office at the time of its founding. The instructional work in the schools has grown vastly in scope and importance and should receive much of his time. The improvement of teaching staffs by means of reading-circle work, institutes, and teachers' associations is another new task falling to him. He should, finally, be a rural and agricultural expert who can inspire, guide, and assist in organization for rural leadership.

Such a multiplicity of school work is quite beyond the abilities of a person chosen merely for clerical aptness from the general electorate. It demands, in a word, a good organizer, a person of exceptional business ability, a professional supervisor with good ability to assist his teachers, a person of unlimited energy and the courage of his convictions.

A proposed county system of education.—The important position of chief county educational officer in South Dakota can, in the conviction of the survey committee, best attain its highest efficiency and most effectively influence school education through a complete reorganization of the whole system of county schools. This can be done effectively and economically without in any way interfering with genuine democracy in education.

The survey committee, to this end, recommends:

1. The organization of a county board of education to have the management of the educational affairs of each county.
2. The election, by the county board of education, of a professional county superintendent to be the chief educational official of the county and executive officer of the board.

The county board of education.—This board should in organization and functions be a prototype of the State board of regents of education. It should be composed of five citizens selected from the county at large, known for their ability and probity, elected for a five-year term from at large over the county, one member to retire each year. Vacancies on the board should be filled by the county board of commissioners for the unexpired term. The board should receive all necessary traveling expenses and a reasonable per diem to compensate them for their time. The board should be strictly legislative, leaving the executive duties to the county superintendent.

The chief powers and duties of the county board of education may be summarized as follows:

1. To enforce the laws relating to education, and the rules and regulations of the State board of regents of education, within respective counties.

2. To elect the county superintendent, and appoint a deputy superintendent and all necessary supervisors and office assistants; also

*PROPOSED PLAN FOR ORGANIZATION
OF COUNTY SYSTEM OF EDUCATION*

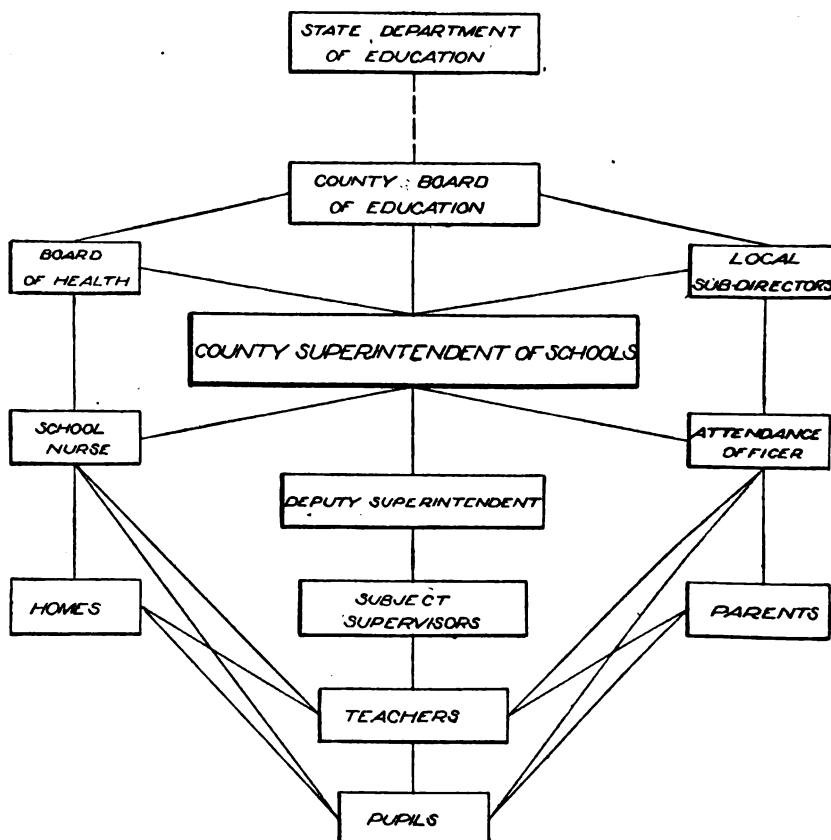


FIG. 4.

to elect one subdirector for each school community within their jurisdiction, provided the county is organized on the county unit plan.

3. To have direct charge of all county schools in counties of more than 2,000 children of school age, and in such other counties as may take advantage of the county unit act, including the closing of unnecessary schools, building new schools, consolidating schools and conveying children to school, and organizing rural high schools.¹

4. To elect all teachers needed in the county schools on nomination by the county superintendent.

¹ See note on page 30.

5. To levy a uniform school tax on all the taxable property of the county, under legal limitations; and to expend the funds thus procured to equalize educational advantages among all the school children of the county.

6. To exercise all other powers and duties not enumerated above, but which are prescribed by law.

The county superintendent of schools.—In electing its chief executive official, the county superintendent, the county board of education should not be restricted to the county or even the State. The best candidate from anywhere in the country is none too good. Neither should the board be restricted by a candidate's religion, party affiliation, or sex. The term of office should at first be probationary, though never less than four years. Thereafter it should become permanent. The salary should be not less than \$2,500 per annum in all county unit counties, and not less than \$1,500 in counties not so organized.

The chief powers and duties of the county superintendent of schools should be—

1. To act as executive officer of the county board of education, and to execute, under their direction, the educational policies determined upon by the board.

2. To act as chief educational official of the county, in which capacity he should represent the county board of education.

3. To see that the compulsory attendance act is enforced and the child welfare laws obeyed.

4. To nominate, for appointment by the county board of education, one deputy superintendent or professional supervisor for each fifty schools within his jurisdiction.

5. To supervise the classroom practice of all county schools, either in person or through his assistants.

6. To carry out all policies of the county board, and have charge, under direction of the board, of all schools, including continuation school activities, night schools, part-time schools, short courses, etc., undertaken for promotion of vocational and other education within the county.

7. To have charge of health education in the county, including health inspection done in conjunction with the county board of health, and to direct the work of the county nurse, if such a one is appointed.

8. To keep full records of all educational activities in his county, and to make reports from time to time to the county board of education, and to the State superintendent of public instruction.

9. To examine candidates for special teachers' certificates.

10. To perform such other duties as by law belong to the office.

Chapter VIII.

SCHOOL POPULATION, ENROLLMENT, AND ATTENDANCE.

The best evidence by which to judge the effectiveness of a school system is the extent to which it is utilized by the people of the community or State. If a school system is well organized and firmly administered, a large per cent of the school population will be enrolled in the schools. If the teachers in charge understand their tasks well, treat the children as they should be treated, and teach subject matter well adapted to the needs of the children, a large per cent of the enrollment will be regular in attendance. If, on the other hand, the people neglect to make full use of the schools, or the children lack interest in their studies and attend school irregularly, it is fair to assume that the schools are poorly organized and managed, and are not well adapted to community needs.

The present chapter discusses the topics of school population, enrollment, and daily attendance in South Dakota. From the discussion it is easy to decide whether or not the schools meet the reasonable expectations of the people.

The school population.—The schools of South Dakota are legally open to children over 6 and under 21 years of age. The compulsory school age includes all children between 8 and 18 years. A considerable number of children enter school before they are 6 years, though very few continue in the public schools till they are 21. In this State the total range of school population is estimated by the United States Commissioner of Education at 193,417. Several thousand children under 6 years of age are enrolled, although the legal school age is "over 6 years and under 21 years." This group includes 176,867 children and youths. Unfortunately, the department of public instruction does not divide the school population into elementary, secondary and higher school groups. To obtain the required data considerable work was entailed on the survey committee. The elementary school group is 119,194. This group and the other groups given below are based on figures obtained from the county superintendents and are at least fairly accurate. The high school population is 42,655 and the college group, 15,018. Figure 5 shows the range in school population graphically.

The rural school population has made little change in the past five-year period, showing, indeed, a slight decline between 1911 and 1914, due probably to the land rush and later "proving up" on claims

SCHOOL POPULATION OF SOUTH DAKOTA 1916

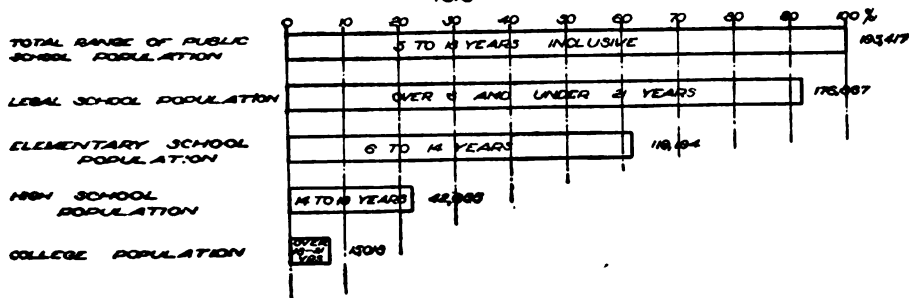


FIG. 5.

and returns to town and homes in other States. Since 1914 there has been a gradual increase in school population. The independent schools have shown a regular increase for the five-year period, being

INDEPENDENT SCHOOL POPULATION AND ENROLMENT BY YEARS

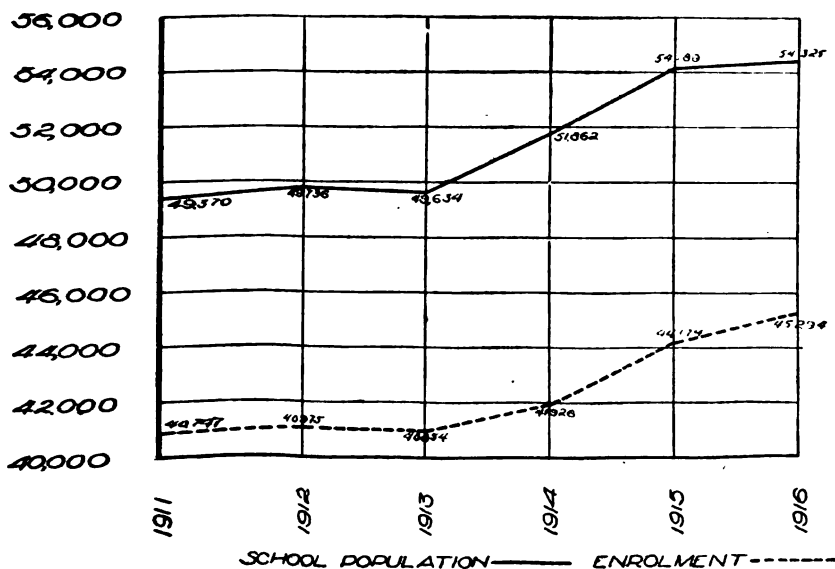


FIG. 6.

49,370 in 1911 and 54,325 in 1916. It appears (figs. 6 and 7) that a considerable percentage of this school population makes no use of the schools placed at their disposal by the State. Thus in 1916 only 72.4 per cent of the rural school population and 83.4 per cent of the in-

dependent school population attended school. If the South Dakota schools were 100 per cent efficient and the people were 100 per cent able and willing to utilize the schools, a somewhat larger per cent of the school population would be enrolled in the schools; although it could not reach 100 per cent, since, as was stated above, a considerable number of these people are already engaged in life activities.

Figured on the basis of the school population between 5 and 18 years of age, the enrollment is even less satisfactory, being 81.04 per cent in 1889-90; 74.49 per cent in 1899-1900; 77.70 per cent in 1909-

RURAL SCHOOL POPULATION AND ENROLMENT BY YEARS

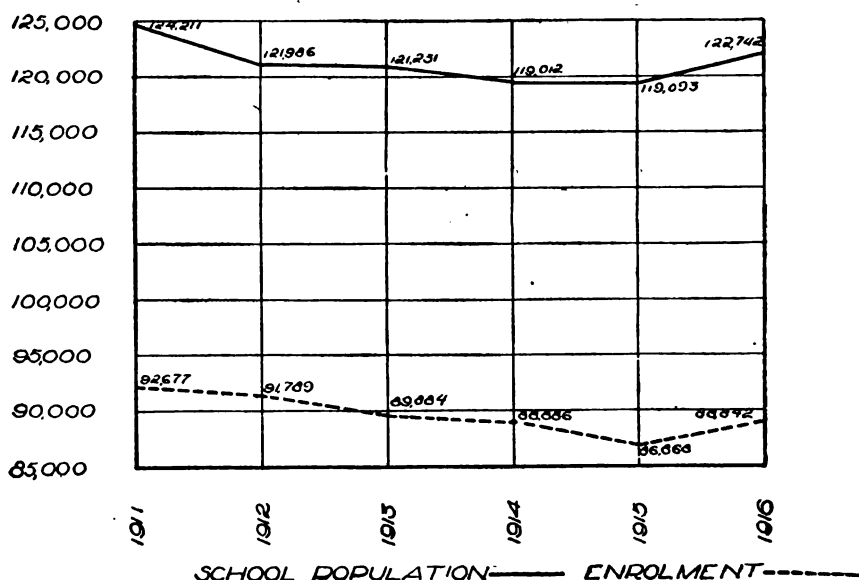


FIG. 7.

10; and only 69.35 per cent in 1915-16. This gradual decline in enrollment may be accounted for by a stricter enforcement of the legal entrance age than formerly, although there is no evidence at hand to prove the assertion. But just how does South Dakota compare in school enrollment with other Middle Western and Western States? Table 6 is the answer to this query. The State ranks twentieth in a group of 22 States. It would seem therefore that more of the school population would be enrolled if the schools had the requisite drawing power and if the compulsory attendance laws were enforced without fear or favor.

TABLE 6.—*Per cent of school population (children between 5 and 18 years) enrolled in the North Central and Western States, 1916.*¹

1. California	94.47	12. Indiana	80.19
2. Iowa	90.11	13. Minnesota	78.01
3. Wyoming	88.04	14. Oregon	77.61
4. Utah	85.96	15. Nevada	76.27
5. Nebraska	84.84	16. Ohio	74.34
6. Idaho	84.68	17. Washington	73.01
7. Kansas	83.28	18. North Dakota	72.90
8. Michigan	82.62	19. Illinois	71.64
9. Colorado	81.94	20. South Dakota	69.85
10. Arizona	81.54	21. Wisconsin	66.75
11. Missouri	81.08	22. New Mexico	64.79

Compulsory school attendance.—The compulsory attendance period in this State includes children from 8 to 16 years of age. The compulsory period is longer than in some States, though none too long, as may be seen from the age-grade tables (pp. 45), according to which several thousand children between the ages of 16 and 19 years are still in the elementary grades.

The real question is, Can the attendance law now on the statute books be satisfactorily enforced? In the towns and cities, yes; but in rural districts it is more difficult. The law provides for a paid truant officer for towns and cities, who works under the direction of the city superintendent and local board of education. For the rural schools the county superintendent is ex officio truant officer. Enforcement of the act here depends on the superintendent's initiative and fearlessness. In the first place, it is difficult to discover habitual truancy cases till they are of long standing; in the second place, the votes of these people are cast in the biennial election for or against the county superintendent, which makes the whole a delicate matter to handle. Of the 64 superintendents, 35 reported the law well enforced; 5 reported that it was not enforced in their counties; and 24 declared it was not as well enforced as it might be.

Under the reorganization proposed in Chapter VII these difficulties could be obviated. The superintendent would become responsible for his acts solely to the county board and the State department of public instruction, and he would have clerical assistants to help him administer the county school system on a modern plane. The teachers, also appointed by the county board, could be directed to make monthly reports to the county superintendent, on specially prepared blanks, stating just what number of children and who, coming within the law, are not enrolled. The county superintendent, on behalf of the county board of education and the State department of education, should then begin immediate proceedings under the law.

Daily attendance and school enrollment.—An efficient school system not alone enrolls a large per cent of the children, but it holds all

¹ Montana not reported.

who are physically and mentally fit in daily attendance until they have at least finished the elementary-school course. Inclement weather, long distance to school, bad roads, and, particularly, lagging interest in school work contribute to irregularity of attendance. In an efficient system, such as the county unit can provide, schools are erected where they are needed and nowhere else; the schools are larger, the teachers better—because better paid; and the work is made interesting and attractive enough to sustain, in the children, a desire to be regular in attendance.

That school conditions in South Dakota are far from satisfactory is evidenced by the poor daily attendance on the already small enrollment. In 1910 the average daily attendance in all the schools was only 64 per cent; in 1913 the attendance reached 75.7 per cent; but in 1915-16 it was down to 70 per cent. With the enrollment at 69.35 per cent of the school population, the actual attendance on the basis of school population (1916) would be 48.54 per cent. In other words, less than one-half of the school population actually use the schools of the State, day by day, throughout the short school year. In daily attendance South Dakota again ranks in twentieth place in a group of 23 States, Illinois standing at the head of the list with

LENGTH OF SCHOOL TERM IN MONTHS RURAL SCHOOLS ONLY

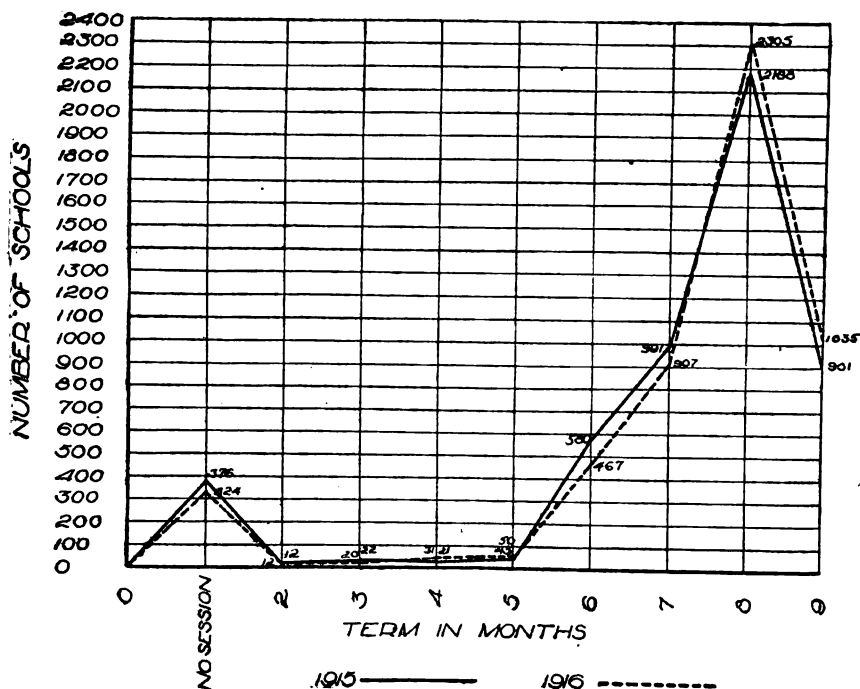


FIG. 8.

an attendance of 89.8 per cent and Oregon second with 89.7. The average for the United States is 75.5 per cent, which is 5.5 higher than for South Dakota. Low daily attendance, even more than poor enrollment, can be traced directly to an ineffective teaching process, due perhaps more to the small unit organization and all the weaknesses that go with it than to anything else.

Length of the school year.—The next question is, How many days in the year are the schools kept open for teaching purposes? In 1889–90 the schools of the State were kept open 145 days; in 1899–1900 they were open only 129.1 days; in 1909–10 this increased to 165.9 days; and in 1915–16 to 170 days. The actual average attendance of each person enrolled was only 118.9 days. Figure 8 shows graphically the length, in months, of 2,400 rural schools.

This important factor in school administration has been approached by the committee from another angle. A study was made, with the help of the county superintendents and teachers, of two rural schools in each county, one school being classed as "good," the other as "indifferent." The study included a calculation from the school registers for the last eight years, and shows exactly how many or how few days these children have spent in school. Figure 9 makes the standard of nine school months for eight years the basis of the graph. On this basis it is seen that the 30 schools are open for pupils, on the average, only 88 per cent of the time of the standard; and the average number of days in the school life of these 177 pupils is only 68 per cent of the standard.

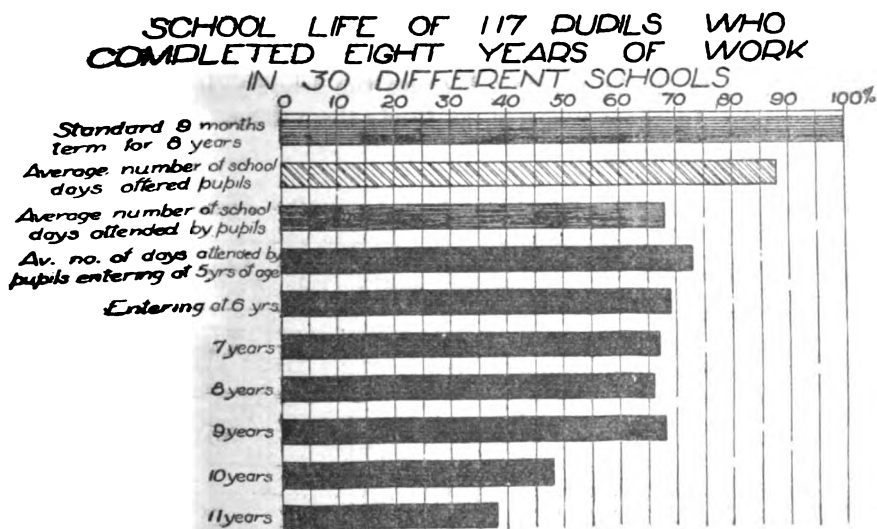


FIG. 9.

This fundamental weakness in South Dakota's public-school system is contrasted in the following figures with the length of the school year in all the different kinds of schools in the Canadian Province of Saskatchewan.

Rural, town, and village schools.

1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916
155.0	148.61	146.46	157.80	154.17	158.0	151.00	157	163	167	195
204.0	205.40	209.08	202.20	193.57	187.0	192.00	192	197	201	202
179.5	177.00	152.63	160.10	158.59	163.0	165.44	183	188	184	198

Saskatchewan was carved out of the old North West Territory about 12 years ago. It has realized from the inception of its provincial life that to utilize liberally the school plants which have been provided at great outlay is good policy. The Saskatchewan schools are annual schools, most of them being open throughout the growing season of the year. The longest vacation—about four weeks—comes usually immediately after the Christmas holidays, when the winter is most severe. Schools for an agricultural population should be in operation during the summer season, to make possible a utilization of the land for gardening and agricultural experimentation—out of which the new curriculum must largely spring. South Dakota would be wise to emulate the example of Saskatchewan in these matters.

Tables 7 and 8 give the enrollment and attendance by months for each of two groups of children: 32,000 rural children and 15,000 village children in South Dakota. The tables represent the best schools in the State. The 32,367 rural children enrolled in November, 1916, are reduced to 13,478 in May, because the schools close so early in the season. In these respects, at least, the village schools make a much better showing.

TABLE 7.—*School attendance by months—rural.*

Attendance.	November, 1916.	December, 1916.	January, 1917.	February, 1917.	March, 1917.	April, 1917.
Number enrolled.....	32,367	32,342	31,357	29,773	28,159	25,063
Average attendance.....	24,783	24,932	22,817	21,553	20,933	18,606
Percentage of attendance.....	76	77	72	72	78	74

Attendance.	May, 1917.	June, 1917.	July, 1917.	August, 1917.	September, 1917.	October, 1917.
Number enrolled.....	13,478	851	.....	.....	23,760	28,134
Average attendance.....	10,216	665	.....	.....	18,500	22,187
Percentage of attendance.....	74	78	.....	.....	77	78

TABLE 8.—*School attendance by months—village.*

Attendance.	November, 1916.	December, 1916.	January, 1917.	February, 1917.	March, 1917.	April, 1917.
Number enrolled.....	12,925	15,525	15,408	15,107	14,728	14,110
Average attendance.....	10,333	13,012	12,415	12,328	12,251	11,886
Percentage of attendance.....	79	84	79	82	83	86

Attendance.	May, 1917.	June, 1917.	July, 1917.	August, 1917.	September, 1917.	October, 1917.
Number enrolled.....	12,610				15,019	15,839
Average attendance.....	10,793				13,326	13,704
Percentage of attendance.....	86				88	86

Advancement of children in school.—Normal children are expected to enter school in this State at the age of 6 years. If they advance one grade each year, they should finish the elementary school course in their fourteenth year. Any average school, reasonably well taught and open for 8 to 9 months annually, should be able to prepare the pupils for their eighth-grade examinations in 8 years' time.

The survey committee has made an age-grade study of nearly 33,000 rural children and nearly 23,000 children in village schools, to ascertain just how early in life the children enter school, how rapid is their advancement, and how well sustained their attendance in school. The results are tabulated in Tables 9 and 10 below. Table 9 enrolls 52,923 children; of these 10,496 are in Grade I. Seventeen hundred and ninety-eight entered school before reaching the sixth year. They are under age and ahead of their classes. Four thousand nine hundred and sixty children are of normal age and grade; while 2,277 are one year behind normal grade; 648 are two years behind; 171, three years, and so on. A similar analysis can be applied to Table 10, with just as interesting results.

TABLE 9.—*Age-grade of 53,000 rural pupils.*

Grades.	Under 6.	Over 6 years up to 7.	Over 7 years up to 8.	Over 8 years up to 9.	Over 9 years up to 10.	Over 10 years up to 11.	Over 11 years up to 12.	Over 12 years up to 13.	Over 13 years up to 14.	Over 14 years up to 15.	Over 15 years up to 16.	Over 16 years up to 17.	Over 17 years up to 18.	Over 18 years up to 19.	Total by grades.
I.....	1,798	4,960	2,239	891	294	126	66	51	43	22	0	4	2	0	10,496
II.....	18	1,019	2,522	1,755	708	269	125	61	27	20	0	1	0	0	6,525
III.....		105	855	2,171	1,507	865	305	153	77	42	16	8	3	1	6,108
IV.....		9	108	884	2,148	1,690	958	438	215	107	44	22	8	1	6,632
V.....			19	106	814	1,866	1,560	985	481	247	104	32	5	5	6,225
VI.....				11	142	799	1,600	1,703	1,013	558	295	90	26	3	6,240
VII.....					6	89	438	1,208	1,378	1,042	521	186	69	24	4,959
VIII.....						16	149	685	1,297	1,608	1,130	605	190	58	5,738
Total of ages....	1,816	6,093	5,743	5,818	5,619	5,720	5,199	5,284	4,531	3,646	2,110	948	303	92	52,923

TABLE 10.—*Age-grade of 23,000 village pupils.*

Grades.	Under 6.	Over 6 years up to 7.	Over 7 years up to 8.	Over 8 years up to 9.	Over 9 years up to 10.	Over 10 years up to 11.	Over 11 years up to 12.	Over 12 years up to 13.	Over 13 years up to 14.	Over 14 years up to 15.	Over 15 years up to 16.	Over 16 years up to 17.	Over 17 years up to 18.	Over 18 years up to 19.	Total by grades.
I.....	492	2,277	648	171	58	10	3	2	3	0	2	.....	.....	.....	3.6
II.....	7	480	1,495	585	180	48	19	9	1	1	.....	.....	.....	.....	2.8
III.....	.....	40	519	1,299	663	238	80	43	9	11	5	0	1	.....	2.9
IV.....	.....	26	364	1,178	748	335	194	54	26	6	2	.....	.....	.....	2.9
V.....	.....	.....	.....	44	323	925	718	341	151	65	26	6	.....	.....	2.5
VI.....	.....	.....	.....	3	24	326	864	689	353	183	91	33	5	.....	2.5
VII.....	.....	.....	.....	.....	3	45	274	777	746	395	185	47	22	7	2.5
VIII.....	.....	.....	.....	.....	3	48	284	687	738	449	208	61	28	2.4	2.4
Total.....	499	2,823	3,026	3,280	1,999	1,930	2,200	2,179	1,976	1,399	760	294	89	33	22.4

Tables 11 and 12 summarize the data contained respectively in Tables 9 and 10. These summaries show conclusively that the rural and village children have not made the normal advancement in school that might have been expected. The tables disclose these two facts: (1) That an unusually large number of children—rural 51.1 per cent and village 39.87 per cent—are over age, and one or more years behind normal standing; and (2) that the wastage up through the grades is very large.

TABLE 11.—*Rural children under age, normal age, and over age.*

Grade.	Number in each grade.				Per cent in each grade.		
	Under age.	Normal age.	Over age.	Total.	Under age.	Normal age.	Over age.
I.....	1,798	4,960	3,738	10,496	17.13	47.26	35.6
II.....	1,037	2,522	2,966	6,525	15.90	38.65	45.4
III.....	960	2,171	2,977	6,108	15.71	35.54	48.7
IV.....	1,001	2,148	3,483	6,632	15.09	32.39	52.5
V.....	939	1,866	3,420	6,225	15.00	29.97	54.9
VI.....	952	1,600	3,688	6,240	15.26	25.64	59.1
VII.....	531	1,208	3,220	4,959	10.71	24.36	64.8
VIII.....	850	1,297	3,591	5,738	14.81	22.60	62.5
Total.....	8,068	17,772	27,083	52,923	15.25	33.58	51.1

TABLE 12.—*Village children under age, normal age, and over age.*

Grade.	Number in each grade.				Per cent in each grade.		
	Under age.	Normal age.	Over age.	Total.	Under age.	Normal age.	Over age.
I.....	492	2,277	897	3,666	13.42	62.11	24.4
II.....	487	1,495	843	2,825	17.23	52.93	29.8
III.....	559	1,299	1,050	2,908	19.23	44.67	36.10
IV.....	1,568	748	617	2,933	53.46	25.51	21.03
V.....	367	925	1,307	2,599	14.12	35.59	50.29
VI.....	353	864	1,354	2,571	13.69	33.65	52.66
VII.....	322	777	1,402	2,501	12.89	31.06	56.06
VIII.....	315	687	1,484	2,486	12.68	27.63	59.69
Total.....	4,463	9,072	8,954	22,489	19.85	40.34	39.8

Table 13 gives the grade range of rural children who, under normal conditions, should have reached the eighth year. Out of a total of 4,531 children who should have reached the eighth grade, all except 1,297, or 28.62 per cent, are still below that grade.

TABLE 13.—Grade range of rural children who under normal conditions should be in eighth grade.

Grades.	In Grade I.	In Grade II.	In Grade III.	In Grade IV.	In Grade V.	In Grade VI.	In Grade VII.	In Grade VIII.	Total.
Number of pupils.....	43	27	77	215	481	1,013	1,378	1,297	4,531
Per cent.....	0.94	0.59	1.69	4.74	10.60	22.35	30.41	28.62	100

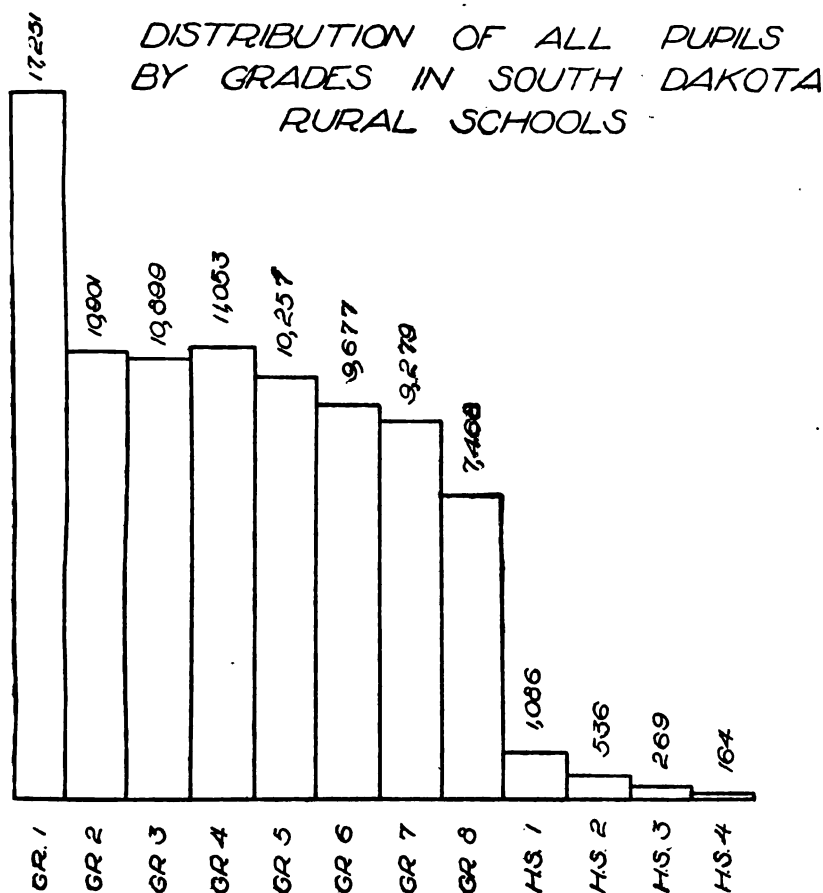


FIG. 10.

Figure 10 shows graphically the wastage up through the grades. This graph is based on the whole number of children enrolled in the rural schools. Grade 1 contains 17,251 pupils; this drops to 10,899 in Grade III, after which it increases to 11,053 in Grade IV.

great variation is due to loose classification of the beginners, who are often held as repeaters in the first grade and are later promoted direct to the third grade. When the eighth year is reached only 7,468 children remain out of the much larger total which was enrolled in the first grade. But now comes the most serious break; of all these children, only 1,086 enter rural high-school courses, dwindling finally to 164 students in the last year. To be sure some rural pupils do manage to attend high school in town.

As the educated leadership of rural communities must come from the schools, agricultural South Dakota must either seek this education away from the open country or go without the leadership.

Summary.—The State has invested millions of dollars in permanent school plants. This great investment is not utilized as fully as it should be. The chief cause is indifferent school organization and administration, and a teaching process that does not give the children the kind of instruction needed in this great agricultural State. This is proved by the comparatively small enrollment of school population and the low daily attendance. In enrollment of school population the State ranks twentieth among the 23 States comprising the Middle Western and Western groups; in daily attendance likewise it is twentieth. If the daily attendance were reckoned on the basis of school population instead of on enrollment, less than one-half of the school population would be in school daily. The school year is 170 days long. This is more than in the poorer States, but behind the better States. The schools ought to be reorganized as all-year schools, in keeping with the new kind of school proposed later in the report. An average pupil's school life is surprisingly short, because of late enrollment and irregular attendance. Very few rural children, unfortunately, get the advantages of secondary and higher schools. Nearly all the culture and all the technical and practical education of South Dakota farm folk must be acquired in these small schools, during the short period now allotted to school life. Every thoughtful person will agree that the level of cultural and practical leadership can not be raised much before radical changes are made in the organization of the small schools, chiefly the rural schools.

Recommendations.—The survey committee recommends: 1. A careful annual census of the school population in all school districts of the State, to be made by the authorities now provided by law, but under immediate supervision from the State department of public instruction, on uniform blanks to be furnished by the State. The census should classify the school population as follows: 5 to 18 years; 6 to 21 years; over 8 and under 16 years; 6 to 14 years; and over 14 to 18 years. This would give the desired basis for a complete classification for State and Federal uses.

2. The compulsory attendance act to be enforced by, and responsibility for enforcement placed on, the State department of public instruction working through the county boards of education.

3. A system of records to be perfected by the State department of education, to be used in transferring pupils from community to community, that will make evasion of school attendance impossible.

4. A practical reorganization of the school year as follows: The school year to open January 1 of each year, at which time new teachers are to be hired and school work begun. This would make it possible to retain the same teachers for both spring and fall of the year, and make easy the utilization of the school premises for gardening and agricultural experimentation (see p. 70).

5. Appropriate legislation to lengthen the teaching year to a minimum of 9 months of 20 teaching days each; provided that the teaching hours may be shortened during the season of the year when the pupils' labor is essential to agricultural and other industrial work.

Chapter IX.

SCHOOL SUPPORT: WHAT THE STATE PAYS FOR EDUCATION.

Sources of support.—The sources of school support in the State of South Dakota are local taxes levied by the local school districts and township school district, county taxes, and sundry income from the State permanent fund. In addition to these sources recourse may be had to the sale of bonds when the schools require funds for the purchase of school sites and the construction of school buildings. South Dakota is one of a small group of States which do not levy a general State tax for education. The other States of this group are Idaho, Oregon, and Wyoming.

Rate and amount of taxation.—The local taxes are levied by the district school board, which may, under law, raise for all purposes not to exceed 20 mills on the dollar yearly; but the regular annual tax levy must not exceed 10 mills of the assessed value of property in common school districts, nor exceed $15\frac{1}{2}$ mills in independent school districts. Boards may issue bonds not to exceed 4 per cent of the assessed valuation of the property, with the approval of the governor. The money thus raised, as previously mentioned, is to be used solely for the purchase of school sites and the building of school-houses.

The county tax is placed by the county commissioners, who levy a tax of \$1 on each elector of the county. The proceeds of this tax go to support the common schools. The money is distributed in proportion to the number of school children between 6 and 21 years.

Additional funds are secured from fines collected in the course of enforcing the laws, such as the laws that deal with the removal of timber or wood from school, public, or endowment lands; the general compulsory school attendance; child labor; and laws which prohibit the making of false reports by district school board clerks or treasurers, or which penalize the failure of the State superintendent or district officers to report.

The State permanent school fund consists of the proceeds from the sale of school lands, which are invested in farm mortgages, county, school, and municipal bonds, and of deferred payments on outstanding contracts.

The State permanent school fund.—The schools of South Dakota are especially fortunate in the way they have been endowed with school lands. Through a policy of wise forethought the State has conserved for school use 2,339,912 acres of common-school land, and 597,285 acres of endowment and public-building lands, making a total of 2,937,197 acres. At the close of the fiscal year ending June 30, 1917, the permanent school fund amounted to \$9,112,076.07, while the deferred payments on school land contracts amounted to \$4,820,226.94, making a grand total of \$13,932,303.01. All this amount is drawing interest at the rate of 5 and 6 per cent. The interest and income apportioned to the common schools on December 1, 1917, was \$1,113,324.02, or \$6.22 per capita for each child of school age in the State. Besides this, there was apportioned to the higher educational institutions and schools for defectives and the industrial schools for the fiscal year 1917, \$111,925.89.

The source of this income has been wisely protected by law, which prohibits the school lands from being sold at less than \$10 per acre. It is believed that when all the school lands are finally sold there will be a permanent fund of at least \$90,000,000, as the present price paid for these lands averages from \$17 to \$40 per acre.

Growth of receipts and expenditures.—Tables 14, 16, and 19 show the general tendency with respect to receipts and expenditures of funds used in the support of the public schools in the State for the past four years.

TABLE 14.—School moneys received during the last four years.

Year.	Income of permanent school funds and rent of school lands.	From State tax or appropriation.	From local tax or appropriation.	From other sources, State and local.	Total, excluding balances on hand and proceeds of bond sales.
1912-13.....	\$767,005	.....	\$2,260,244	\$259,908	\$3,287,157
1913-14.....	992,954	.....	4,061,654	241,920	5,296,528
1914-15.....	1,002,655	.....	4,277,784	337,992	5,618,361
1915-16.....	1,016,274	.....	4,716,029	328,254	6,060,557

The table above indicates that there has been relatively little increase in the income from the permanent fund during the last three years, the principal gain being in the amount of local tax levied. A slight loss is indicated in the amount derived from other sources.

TABLE 15.—*Sources of receipts during the years 1915 and 1916.*

Sources.	Rural districts.		Independent and consolidated districts.		All districts.	
	1915	1916	1915	1916	1915	1916
Balance on hand, close fiscal year.....	\$1, 155, 303. 62	\$1, 257, 064. 08	\$413, 146. 77	\$824, 476. 76	\$1, 568, 450. 39	\$2, 081, 540. 84
Received from apportionment.....	696, 175. 23	707, 998. 57	306, 479. 27	308, 274. 96	1, 002, 654. 50	1, 016, 273. 53
Received from tax.....	2, 562, 749. 39	2, 846, 586. 76	1, 715, 034. 65	1, 899, 442. 95	4, 277, 784. 04	4, 716, 029. 71
Received from sale of bonds.....	131, 610. 53	239, 762. 59	716, 515. 64	282, 578. 48	848, 126. 17	522, 341. 07
Received from all other sources.....	109, 575. 43	120, 881. 19	228, 347. 04	207, 372. 41	337, 922. 47	328, 253. 60
Total.....	4, 655, 414. 20	5, 172, 293. 19	3, 379, 523. 37	3, 492, 145. 56	8, 034, 937. 57	8, 664, 438. 75
Total, excluding bond sales.....	3, 500, 110. 58	3, 915, 299. 11	2, 966, 376. 60	2, 667, 668. 80	6, 466, 487. 18	6, 582, 897. 91
Total, excluding bond sales and balance on hand	3, 368, 500. 05	3, 665, 466. 52	2, 250, 860. 96	2, 385, 090. 32	5, 618, 316. 01	6, 060, 556. 84

It appears from the above table that the amount received from the sale of bonds in 1915 was more than 10 per cent of the total receipts; in 1916 this proportion was nearly 6 per cent.

Expenditures.—While no attempt has been made to compare the relative growth of receipts and expenditures, Tables 16 and 19 are included to show the growth of expenditures for public education in the State during the last quadrennium.

TABLE 16.—*Expenditure for public school education, based on school enrollment.**

Year.	Total expenditure.	School enrollment.	Per capita expenditure.	Year.	Total expenditure.	School enrollment.	Per capita expenditure.
1912-13.....	\$4, 109, 642	132, 764	\$30. 96	1914-15.....	\$5, 065, 508	130, 842	\$38. 72
1913-14.....	4, 538, 026	130, 812	34. 68	1915-16.....	5, 784, 086	134, 136	43. 12

* Based on the Annual Report of the United States Commissioner of Education for 1915-16.

If one compares South Dakota with the other 22 States in the north central and northwestern sections, the position of the State is not so favorable.

TABLE 17.—*Amount expended on public schools for each child 5 to 18 years of age (1915-16).*

1. Montana.....	\$65. 71	14. Colorado.....	\$33. 46
2. California.....	58. 24	15. Ohio.....	33. 37
3. Nevada.....	43. 73	16. Michigan.....	32. 03
4. Arizona.....	42. 60	17. Kansas.....	31. 79
5. Washington.....	38. 91	18. Nebraska.....	31. 37
6. Wyoming.....	38. 81	19. South Dakota.....	30. 72
7. Oregon.....	36. 61	20. Illinois.....	29. 07
8. Idaho.....	36. 55	21. Wisconsin.....	24. 80
9. North Dakota.....	36. 43	22. Missouri.....	19. 97
10. Iowa.....	35. 60	23. New Mexico.....	16. 76
11. Utah.....	35. 51	United States.....	23. 87
12. Indiana.....	34. 13	Average.....	35. 60
13. Minnesota.....	33. 87	Median.....	34. 13

TABLE 18.—*Amount expended on public schools for each child 5 to 18 years of age in average attendance (1915-16)—North Central and Western States only.*

1. Montana	\$86.37	14. Iowa	\$52.16
2. California	78.17	15. Indiana	51.77
3. Arizona	77.85	16. Utah	50.84
4. Nevada	76.26	17. Nebraska	50.06
5. North Dakota	69.62	18. Kansas	49.40
6. Washington	68.33	19. Michigan	47.66
7. Idaho	63.26	20. Illinois	46.16
8. South Dakota	61.26	21. Wisconsin	44.90
9. Wyoming	57.65	22. New Mexico	38.79
10. Minnesota	57.22	23. Missouri	33.65
11. Colorado	55.90	United States	41.72
12. Ohio	52.88	Average	57.50
13. Oregon	52.59	Median	52.88

TABLE 19.—*Growth of expenditure per capita of population and relative rank of South Dakota among the Middle Western and Western States.*

Year.	Amount per capita.	Relative rank.	Year.	Amount per capita.	Relative rank.
1912-13	\$6.39	27	1914-15	\$7.45	16
1913-14	6.86	32	1915-16	8.23	14

According to the Annual Reports of the United States Commissioner of Education, upon which Table 19 is based, in the year 1912-13 South Dakota ranked twenty-seventh among all the States in expenditure for public schools per capita of total population. In 1913-14 the State ranked thirty-second, the ratio of increase in expenditure per capita having fallen considerably. In the year 1914-15 the State ranked sixteenth, and in the year 1915-16 it was the fourteenth in rank, with an expenditure of \$8.23 per capita of total population. Montana ranks highest in per capita expenditure of total population, with \$14.14, which exceeds the expenditure of South Dakota by nearly 70 per cent.

According to Table 17, South Dakota ranks nineteenth among the 23 States under comparison with respect to the amount expended on public schools for each child 5 to 18 years of age (1915-16). A glance at the table shows that the State is considerably lower than either the average as represented by Utah or the median as represented by Indiana. Compared with Montana, California, and Washington, States which are giving much attention to the development of good public-school systems, the showing of South Dakota is very poor.

According to Table 18, however, South Dakota ranks much higher, although the amount expended on each child 5 to 18 years of age, based on average attendance, is only \$3.61 more than the average, which is approximately \$57.65, or that of Wyoming. Washington is expending over 11 per cent more than South Dakota, and California exceeds the latter State by over 27 per cent in this type of expenditure.

Readjustment of the basis for division of taxation.—According to Table 20, three important features in the present tax system deserve special consideration. The first is the relatively large proportion of income derived from the permanent funds as compared with the other States, South Dakota being exceeded in this respect by Nevada with 21.91 per cent and Wyoming with 38.8 per cent (1915-16).

TABLE 20.—*Percentage analysis of school revenue.*

Year.	Derived from permanent funds.	Derived from local tax, etc.	Derived from other sources.	Year.	Derived from permanent funds.	Derived from local tax, etc.	Derived from other sources.
1912-13.....	23.33	68.76	7.91	1914-15.....	17.85	76.14	6.01
1913-14.....	18.74	76.64	4.62	1915-16.....	19.50	74.20	6.30

This proportion of 19.50 per cent is high, compared with the average for the North Central division of States—3.12 per cent and the average of the western division—7.95 per cent.

The second feature is the absence of a general State tax for public-school support. This State tax averages for the entire country 15.03 per cent of the total school revenue. In the North Central division of States it amounts to 10.72 per cent, in the North Atlantic division 12.51 per cent, in the Western division 18.57 per cent, in the South Atlantic division 24.91 per cent, and in the South Central division 29.87 per cent.

The third feature is the relatively large proportion of school revenue which is raised by local district taxation, the county tax being of little significance. It is of interest to note that the taxpayers of the local districts are defraying about three-fourths of the public-school expenditure of the State. While this proportion differs but slightly from the average proportion for the entire country, yet in the light of the peculiar characteristics of the State there is evidence of the need of a redistribution of the burden and responsibility of taxation.

If the school districts were homogeneous in character, if there were a general equality of population, industrial activity, and wealth, as well as in educational aims, the district method of taxation might receive less criticism. But such equality of conditions does not hold to any great extent in any State, and certainly it does not hold in South Dakota.

South Dakota may be roughly divided into four geographical sections: The first includes 10 western counties with no railroads, few, if any, important tax-producing industries, and a meager population of 21,946 inhabitants; the second section includes 24 counties

with a small railroad mileage, a corresponding amount of taxable industries, and a population of 127,337; the third section includes 20 counties with considerable railroad mileage, a fair proportion of taxable industries, and a population of 200,032; the fourth section, which is largely in the eastern part of the State, includes 13 counties which have an extensive railroad mileage, a corresponding large proportion of taxable properties and industries of importance, and a population of 208,746.

It is perfectly natural to expect under the conditions mentioned above that there will be great difference in the character of the school districts of the State. It is evident that the school districts which are on the railroads will tend to be more populous, industrial, and to a certain extent more prosperous than those situated more distant. The schools of these wealthier and more populous districts can be operated to a greater advantage than can those which are in poorer and less populous communities. The larger average attendance and the correspondingly low per capita cost are not possible in the more remote and less-favored regions. The fluctuating population in many of the rural centers also tends to retard continuous and consistent development of the public-school support.

In many districts where consolidation of schools has been effected a lack of financial means still causes inefficiency, hardships, and a slowing up of educational progress of the community.

State and county taxes.—Notwithstanding the generous attitude of the people of the State toward public education, it is apparent that the present plans of school support are antiquated, inadequate, and entirely unsuited to a progressive, wealthy, and growing commonwealth of the rich Northwest. There is need of definite plans of support which will insure the successful carrying out of the best educational policies throughout the entire State. Especial attention should be given to the weaker, pioneer districts.

It is the conviction of the committee that a sound and progressive State policy of public education will be materially helped by shifting the burden of taxation. First, the county should be the responsible unit of local educational support in harmony with the plans of the State as a whole. In this manner it will be possible to equalize the conditions of taxation and expenditure within the constituent districts. The local districts should be allowed to supplement the county tax in order to more fully realize local ideals, because the county tax may not always be sufficient for that purpose. The county tax tends to insure a fair taxation and expenditure throughout its borders, but at that point it reaches its limitation.

In order to safeguard the interests of the State as a whole and develop the larger sections which are in need of help, a permanent

State tax is necessary. While South Dakota is blessed with an excellent income from its permanent funds, this is not a sufficient amount to meet the needs of an aggressive State policy. In the second place, the State should levy an annual school tax which, in addition to the income from the permanent funds, would amount to one-third of the total public-school revenue. Such a proportion properly expended will tend to equalize conditions throughout the State. The experience of some of the most progressive State school systems, such as are found in California, Washington, and New Jersey, shows the great value of a well-directed State tax of good proportions. According to the best information the majority of the public schools lying in the more remote and poorer districts of California and Washington are as well supported as the schools in the more favored and more populous communities.

The proceeds of the State tax should be used to extend a special aid to poor districts in the sparsely settled sections of the State where consolidation of schools is yet impracticable. It might also well be used as a stimulus to further consolidation of schools, and in assisting communities to maintain teacher-training departments in high schools; also for the association of district schools and for the maintenance of rural high schools. The amount of aid granted should be based on the aggregate daily attendance and the number of teachers employed rather than on the total school population of the county district, the proportion being two-thirds on aggregate attendance and one-third on the number of teachers employed.

Public education involves continually growing expenses.—The essential characteristics of first-class educational support are stability and growth. A fluctuating income can not bring good results. It is therefore necessary to raise and expend as large an amount of money as the State and the counties can afford in order to reach the maximum of efficiency. A study of the expenditures in some of the States with first-class public-school systems shows that these States have been willing to do nearly twice as much as South Dakota in order to reach their goal. Public education can not be a money-saving process. The present conditions in this country demand a much larger expenditure than usual in order to obtain the needed efficiency of school service.

Summary of recommendations.—The committee believes that the stability and growth of the public-school system in South Dakota require certain definite modifications in the present system of taxation. To this end it recommends:

1. The adoption of the county as the unit of local taxation; the funds when collected to be used to equalize educational advantages over the county.

2. The local school community to be authorized to levy taxes or to issue bonds for extraordinary purposes only, such as erecting new buildings and procuring larger sites and school farms.

3. The levying of a State tax equivalent to one-third of the whole school maintenance of the State (including the present permanent school fund).

4. The adoption of a permanent millage tax for the maintenance of the State's higher educational institutions, to be apportioned according to the needs of each institution, to supplant the present legislative appropriations.

5. The adoption of a new basis for the distribution of the present State permanent fund and future State taxes as follows: (a) The permanent fund to be distributed on the basis of aggregate daily attendance and the number of teachers employed, instead of as at the present on the basis of school population, provided that weak schools in sparsely settled sections of the State be credited with not to exceed 2,000 attendance days in addition to their actual aggregate daily attendance; (b) the proposed State taxes to be awarded for consolidation of schools, establishment of rural and other high schools, teacher training in high schools, etc., only when the local school communities have indicated their cooperation by agreeing to certain requirements made by law, as a stipulation under which such aid may be received.

Chapter X.

PRESENT STATUS OF RURAL SCHOOL PLANT AND ITS ADAPTABILITY TO PUBLIC NEEDS.

Introduction.—Before it can be decided whether a school meets the needs of a locality it is necessary to know both the community and the school. The opening chapter of this survey gives sufficient information, relative to the State and its people, for the reader to form an intelligent background of the community that is to be served by the school. Other chapters have enlarged upon the organization, administration and supervision of rural schools, their daily attendance, course of study and status of instruction. However, these do not comprise all the essentials of a school. In judging the efficiency of any enterprise in the industrial world the first consideration is generally given to the plant. This is no less true of the school. The attendance, course of study, and instruction are, in a greater or less degree, limited or expanded by the existing school plant. A study of the plant includes the grounds, buildings, equipment, and sanitary conditions. These form the basis for discussion in this chapter. The conclusions are based upon answers to questionnaires sent the teachers and from personal observations in eight counties representative of typical areas of the State. Questionnaires, either wholly or partly answered, were returned by 5,301 teachers. This represents over 90 per cent of the entire number of teachers. Of the questionnaires returned, 3,941 were from teachers in open country schools and 1,360 from teachers in villages.

School locations.—The following table gives the teachers' estimate of the area of the school grounds:

TABLE 21.—Size of school grounds.

Area.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Less than $\frac{1}{4}$ acre.....	148	5	18	4
Half acre.....	378	12	34	8
One acre.....	1,687	56	197	46
More than 1 acre.....	817	27	178	42
Total.....	3,030	100	427	100

Comparison of the data indicates that the area of over half of the grounds in the open-country school is 1 acre. Forty-two per cent of the village grounds contain more than 1 acre. The encouraging thing is that there are more grounds in both types of schools with more than 1 acre than with less than 1 acre. Replies were received from 3,388 teachers in open country and from 482 in the villages, as to whether the grounds were fenced. In the open country the grounds of 996 schools, or 29 per cent, were fenced, and in village schools 164, or 34 per cent, were fenced.

These replies from teachers indicate that a larger percentage of school grounds in village schools are fenced than in open-country schools. Nineteen per cent of the open-country schools report woven wire as the kind of fencing used.

Playgrounds.—Even though the school ground may consist of the traditional acre, the buildings are often placed in such a position as to prohibit the utilization of the greatest possible playground space. The following table shows the conditions in South Dakota:

TABLE 22.—Size of playgrounds.

Size.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
No playground.....	50	2		
One-quarter acre.....	184	8	20	5
One-half acre.....	473	20	60	17
Over 1/2 acre.....	1,652	70	273	78
Total.....	2,359	100	353	100

The fact that grounds are reported with no playgrounds, or with one-fourth or one-half acre, seems to establish the fact that the buildings are not placed to the best advantage for the utilization of play space. In fact, the tendency is to place the school building in the center of the school lot.

On playground apparatus 3,427 rural teachers reported. Of this number 270, or 8 per cent, reported some equipment in this line. The condition is much better in the village schools. Replies from 486 teachers indicate 34 per cent with playground apparatus.

Experimental plats.—This includes small garden plats and larger plats used for experiments in agriculture. The results are based on answers from 3,488 teachers in the open-country school and 402 in the villages. The percentages are as follows: Open-country schools with experimental plats, 8 per cent; village schools with experimental plats, 61 per cent.

Condition of buildings.—The opinions of 3,486 rural teachers and 368 village teachers on the condition of repair of the school building are given on page 60.

TABLE 23.—Condition of buildings.

Condition.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Good.....	1,123	32	211	58
Fair.....	1,576	45	115	31
Poor.....	787	23	42	11
Total.....	3,486	100	368	100

In the teachers' judgment the rural-school buildings are good in 32 per cent of the schools and fair in 45 per cent. Fifty-eight per cent of the buildings in villages are reported good. The observers were impressed with the generally good upkeep of the school buildings.

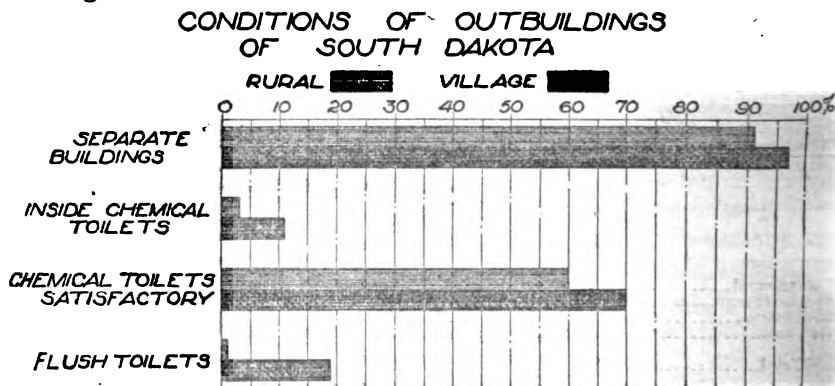


FIG. 11.

Outbuildings.—The data received from the questionnaires relative to outbuildings comprise information concerning location of out-houses and chemical and flush toilets. The tabulations are given below:

TABLE 24.—Outbuildings.

	Open country.		Village.	
	Total replies.	Per cent replying yes.	Total replies.	Per cent replying yes.
Separate outbuilding.....	3,727	91	506	97
Chemical toilets.....	3,442	3	404	77
Chemical satisfactory.....	108	60	48	70
Flush toilets.....	3,230	1	342	19

The prevalent type of outbuildings for open-country schools is to build both boys' and girls' toilets under one roof, and separate

them by a coal bin. No instances of chemical or flush toilets in rural schools were observed by the survey committee.

Lighting.—In measuring the correctness of schoolroom lighting consideration is given to the placing of the windows, to the relation of window space to floor space, and to the presence or absence of shades.

An examination of the data below, which are based on reports from teachers, indicates that 70 per cent of the open-country schools are cross-lighted and that the maximum window placing for village schools is 39 per cent left and rear.

RELATIVE POSITION OF WINDOWS IN 3,705 RURAL SCHOOLS IN SOUTH DAKOTA

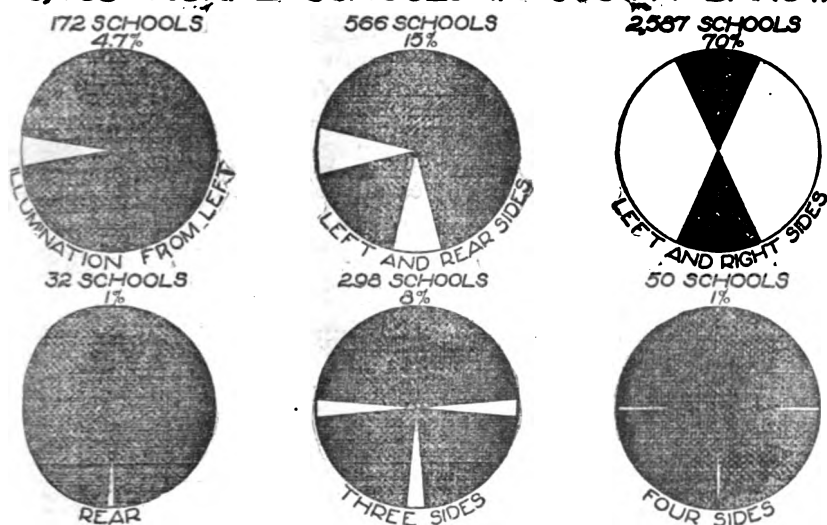


FIG. 12.

TABLE 25.—*Lighting exposure.*

Window placing.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Left.....	172	5	77	13
Left and rear.....	566	15	228	39
Rear.....	32	1	18	3
Left and right.....	2,587	70	178	31
Three sides.....	298	8	68	12
Four sides.....	50	1	9	2
Total.....	3,705	100	578	100

Replies were received from 3,296 teachers in open-country schools and from 486 teachers in village schools concerning the relation of window space to floor space. These results are as follows: —

TABLE 26.—*Relation of floor space to window space.*

Window space vs. floor space.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Less than 10 per cent.....	493	15	72	15
11 to 15 per cent.....	972	30	152	31
16 to 20 per cent.....	814	25	114	24
21 to 25 per cent.....	495	15	83	17
Over 26 per cent.....	522	15	65	13
Total.....	3,296	100	486	100

A comparison of the above data shows that more than two-thirds of the rooms in both open-country and village schools have insufficient light. The median is 17.12 per cent for the open country and 16.6 per cent for the villages.

These estimates of teachers on the lighting in open-country schools are quite in keeping with the conditions found by the survey committee. It is stated in the chapter on "Instruction and supervision in open-country and village schools" that the observers found the lighting unsatisfactory on one or all points in 79 per cent of the open-country schools and in 38 per cent of the village schools.

Heating and ventilating.—The replies of teachers on the subject of heating and ventilation are given below:

TABLE 27.—*Heating.*

Means.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Unjacketed stove.....	1,993	55	114	20
Jacketed stove.....	1,323	36	150	26
Furnace.....	338	9	308	54
Total.....	3,654	100	570	100

TABLE 28.—*Ventilation.*

Means.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Ventilating system.....	1,350	36	304	55
Windows.....	2,209	58	210	38
Other arrangement.....	240	6	37	7
Total.....	3,799	100	551	100

In these answers there is nothing to indicate whether sanitary heating and ventilating plants are included under the term "stove (jacketed)" or "furnace." It is probable that there has been some overlapping in the answers on these two items. The significant thing

in the answers is that more than half of the open-country schools are heated by unjacketed stoves. The observers found heating and ventilating systems or furnaces in 46 per cent of 48 open-country schools and in 82 per cent of 89 rooms in the villages.

It is only natural that 58 per cent of the open-country teachers should report windows as the only means of ventilation. Systems of ventilation in 55 per cent of the village schools are quite identical with 54 per cent of the village schools heated by furnaces.

HEATING APPARATUS UTILIZED IN 3654 RURAL AND 570 VILLAGE SCHOOLS IN SOUTH DAKOTA

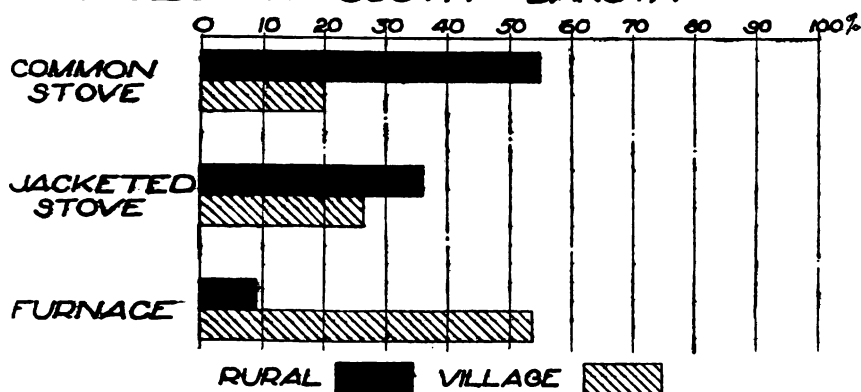


FIG. 13.

Drinking water.—A study of the drinking water includes information on the source of the water supply, its purity, and facilities for drinking. These replies from teachers are as follows:

TABLE 29.—Source of water.

	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Well on grounds.....	286	7	80	14
Neighbor's well.....	2,030	52	191	34
Spring.....	102	3	9	2
Cistern.....	366	9	86	16
Other supply.....	372	9	151	27
None.....	779	20	40	7
Total.....	3,935	100	557	100

The term "other supply" refers to children bringing their drinking water from home in bottles, jugs, or the like. "None" probably means that the pupils are not supplied with drinking water or that the district makes no provision for the same. The observers regretted to find many schools without any drinking water whatever.

According to the teachers' reports 52 per cent of the open-country schools carry the water from a neighbor's well. In a State like South Dakota, where settlement is not close, this often means that little children must carry water a long distance. In cold weather the temptation is to go without it rather than make the effort to go for it.

WATER SUPPLY FOR RURAL SCHOOLS IN SOUTH DAKOTA

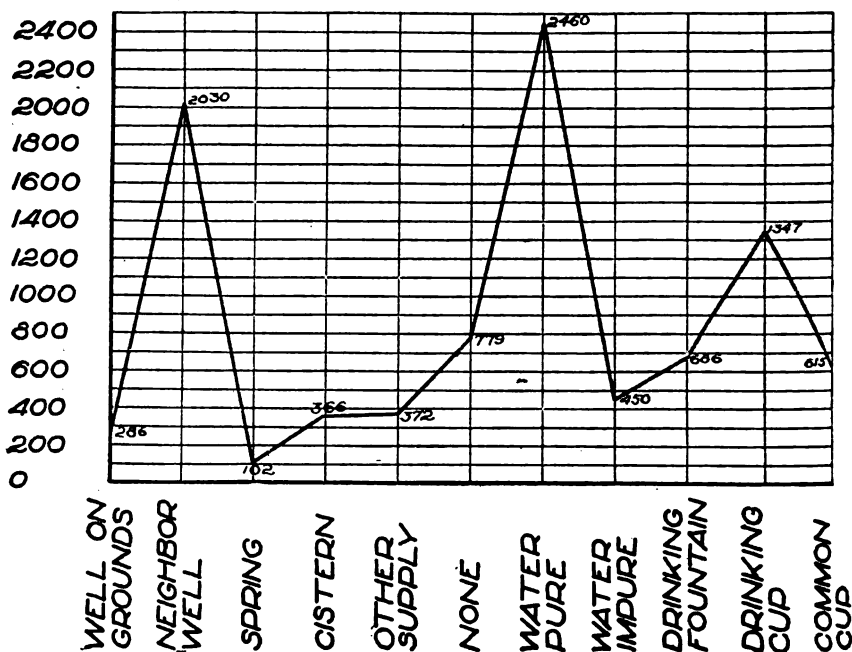


FIG. 14.

Relative to the purity of the drinking water, 2,910 open-country teachers and 359 village teachers gave their judgment. The following figures represent the percentage of teachers in open country and village who believe their drinking water is pure: Open country, 85 per cent; village, 92 per cent.

TABLE 30.—*Facilities for drinking.*

Facilities.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Drinking fountain.....	686	25	251	39
Individual cups.....	1,347	51	157	37
Common cups.....	615	24	19	4
Total.....	2,648	100	427	100

The significant thing in the above table is that the common drinking cup is still used in 24 per cent of the open-country schools and in 4 per cent of the village schools.

Janitor service.—Replies were received from 3,674 open-country teachers and 418 village teachers, relative to the employment of janitor. The replies show the following percentages employing a janitor: Open country, 4 per cent; village, 75 per cent.

Three thousand eight hundred and ninety open-country teachers reported that the floor was swept daily. This represents 99 per cent of the entire number of teachers reporting. Only 34 per cent of the village teachers reported in the affirmative to this question. The remainder made no answer whatever. The observers found the floors in village schools in a better state of cleanliness than in the rural schools. The method of sweeping was indicated by 3,783 teachers in the open-country schools and 402 teachers in the village schools. From the percentages given below it seems that in approximately one-half of the open-country schools no dust-gathering material is used in sweeping:

		Rural.	Village.
Dry sweeping.....	per cent..	51	16
Dust-gathering material.....	do.....	49	41

As to frequency in scrubbing the floors, 3,511 open-country schools and 432 village teachers reported. These results are given below:

TABLE 31.—Floors scrubbed.

Frequency.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Weekly.....	75	2	29	6
Monthly.....	700	20	92	21
Yearly.....	2,427	69	281	64
Never.....	303	9	38	9
Total.....	3,511	100	440	100

The tendency to scrub the floors once a year seems, from the above, to be very pronounced in both open country and village schools. This is evidently a feature of the yearly house cleaning. The method of dusting was given by 2,768 teachers in open-country schools and 399 village teachers. The results of the tabulation are given below:

		Rural.	Village.
Dry dusting.....	per cent..	57	19
Dusted in oil.....	do.....	43	24

Equipment.—Information was also received relative to black-board space and desks as follows: Sufficient blackboard space: Open country, 70 per cent—3,232 replies; village, 85 per cent—431 replies.

TABLE 32.—*Desks.*

Kinds.	Open country.		Village.	
	Number.	Per cent.	Number.	Per cent.
Stationary.....	3,084	83	433	81
Adjustable.....	605	17	101	19
Total.....	3,639	100	534	100
Single.....	1,909	54	442	78
Double.....	1,624	46	126	22
Total.....	3,533	100	568	100

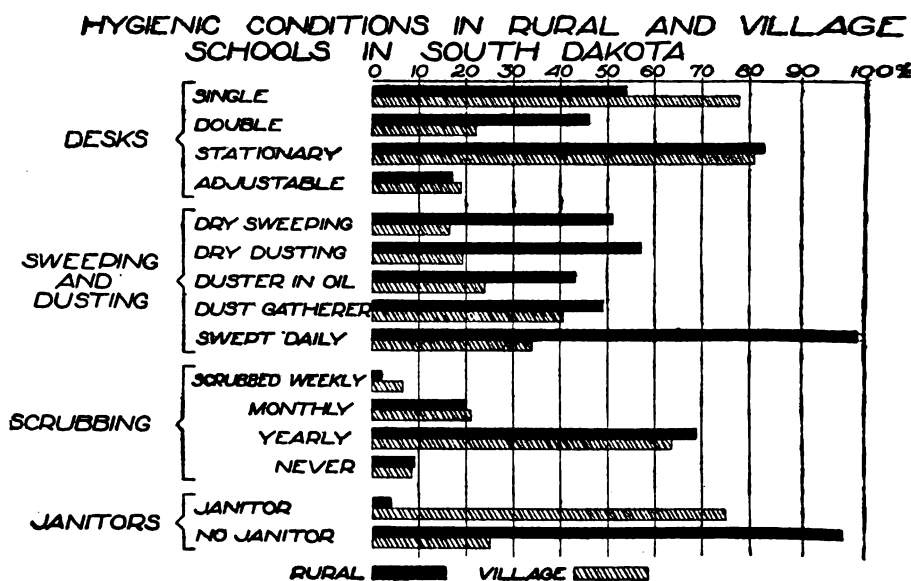


FIG. 15.

The percentage of sufficient blackboard space is somewhat higher than that found by the observer. The teachers reported 70 per cent and the observer 58 per cent for the open-country schools; for village schools it was 85 per cent (teachers), 72 per cent (observer). Probably a difference in standards may account for a part of the range of percentages. The percentage of single seats reported by teachers was also higher than that reported by the observer, viz, open country, 54 per cent (teachers) and 48 per cent (observer); village, 78 per cent (teachers) and 65 per cent (observer).

The existing school plant not meeting public needs.—Interpreting the present study on physical status in terms of highest percentages and medians, it appears that the school in the open country of South Dakota is a small cross-lighted building situated on the traditional acre of ground or less; its relation of window space to floor space is

17.12 per cent; it is heated by a stove; and windows are the only means of ventilation. The outbuildings are separate and outside the building. The source of water supply is from a neighbor's well. Most children have individual drinking cups. The teacher acts as janitor. The floors are swept daily and scrubbed once a year. The desks are stationary, about half and half single and double.

In the towns and villages of 1,000 or less the conditions are better. A larger per cent of grounds contain more than 1 acre; two-thirds of the grounds have experimental plats; about one-third of the buildings are equipped with chemical or flush indoor toilets; lighting is from the left, rear, and left and rear; heating is by means of furnace or sanitary stove; and janitors are employed.

The open-country school plant just reviewed is, with minor changes, the same that served country folk in America 75 years ago. It has been stated in the first chapter of this survey that South Dakota is, with the small exception of the Black Hills area, an agricultural and grazing State. In every village the grain elevators, silhouetted against the sky, bespeak great grain-shipping centers. These elevators are filled with corn, wheat, oats, and rye, harvested from surrounding fields. The soil for these fields is often turned, not by spans of mules and walking plows, but by tractors, with records of 40 acres for a single day. Likewise, the South Dakota farmer is no longer living the isolated life of the farmer of 75 years ago. The rural mail route brings him the daily paper from the metropolis, and after his day's work in the great out-of-doors he may sit in his comfortable home and read of yesterday's events from the battle fields of Europe. With the replacing of the horse and buggy by the automobile, his neighborhood has expanded far beyond the confines of the local school district.

But does the existing school plant meet the public needs? The answer is self-evident. Just as the agricultural plant and its operations of three-quarters of a century ago do not meet the needs of the South Dakota farmers of to-day, so likewise a school plant of a type three-quarters of a century old can not meet the present educational needs of rural South Dakota.

The kind of school plant that will meet public needs.—The consolidated school, which is discussed in the next chapter, is the school best fitted to serve rural people. Such a school is possible in much of South Dakota. In some sections of the State a two-teacher school would represent all the consolidation possible, and still in other localities the one-teacher school must for many years to come be the only school that can serve the people.

The area of the school ground should be large enough to accommodate the school building with its setting of lawn, trees, and

shrubbery; the teacherage and its garden spot; the playground and agricultural plot. The size of the grounds would largely depend upon the kind of school. In no case should it be less than 5 acres. It is highly desirable that grounds be fenced as a protection against stray live stock.

The building should be provided with classrooms sufficient to accommodate both the academic and industrial subjects of the curriculum. The high-school assembly room and adjoining classrooms should be connected with folding doors so that they may be thrown together for community meetings. The difficulty in finding suitable boarding places is everywhere recognized as one reason why many efficient teachers refuse to teach in rural districts. The country can not expect to procure the services of married men teachers when there is no opportunity for them to have a home. The teacherage is as necessary a part of the rural-school plant as is the parsonage a necessary adjunct to the church plant. From a physiological point of view play is as necessary to the child's development as are food and drink. For this reason the school can best serve the child when provision is made for ample playground and play apparatus. It has been suggested in the discussion of the course of study that agriculture and nature study should find a large place in the rural-school curriculum. To teach these subjects effectively there must be a portion of the school ground reserved as laboratory.

All plans for school buildings should be approved by the division of school architecture and sanitation of the State department of education before permission be granted the school board for their construction. The best authorities on schoolroom lighting agree that the light should enter from the left and rear and that the window space, in regions with the latitude of South Dakota, should equal one-fourth of the floor space. Furnaces or sanitary heating and ventilating plants should be used in heating the school buildings. The most satisfactory means of ventilation is that provided by an effective artificial system. The standard heating and ventilating plants, when properly managed, provide effective ventilation. No matter how satisfactory artificial ventilation may be, every possible opportunity should be used for ventilation by doors and windows. For this reason storm windows should be adjusted so that their presence will not hinder window ventilation.

The rural-school privy has long been a source of physical and moral infection. It is usually dirty, with marks of obscenity and considered by possible vandals of the neighborhood as a fit object for depredation. Whenever practicable the toilets should be placed indoors. When there is an abundant supply of well water the flush-tank system can be used. A pressure tank set in the basement or

buried in the ground outside the building can be attached to the pump of the well. A septic tank, buried below the frost line, would provide a sufficient disposition of the excreta. If out-door privies must be used they should be screened and be kept clean and sanitary.

An abundant supply of pure water is as necessary a part of the school's equipment as is an effective heating system. Whenever it is possible to obtain flowing water there should be a well on the school grounds with a pressure tank in the basement and such plumbing arrangements as would make the conveniences of a city water system possible for the open country. There are, however, places in South Dakota where it is impossible to reach underground water. In these localities farmers are often compelled to carry their water long distances. Schools located in such places should be provided with well-filtered cisterns, dug deep enough in the ground to be protected from frost. These cisterns should preferably be set under the building. Where it is necessary to provide water in this way constant vigilance is necessary to keep the cisterns in a sanitary condition.

In the schools of two teachers or more a janitor should be employed by the school board. A janitor's duties should include more than building fires and sweeping floors. They should embrace some knowledge of floor dressings and how to apply them, the use of sweeping compounds, the use of disinfectants, methods of ventilation and cleanliness of floors, desks, walls and toilets. In many one-teacher schools the teacher must, through necessity, act as janitor. When this is the case she should be paid for this extra duty and the school board should see that she be given proper instructions relative to the duties required. School room floors should be treated occasionally to a standard floor dressing, a sweeping compound should be used, and dusting done by means of an oiled or damp cloth.

In order to complete the plant herein described, it is necessary that it be equipped with the proper tools for instruction. These include sufficient blackboard space, maps, and globes, textbooks, supplementary reference books covering all subjects of the curriculum and an abundance of illustrative reference material.

Such a school plant, as has just been discussed, could put into operation a course of study that would serve the needs of an agricultural commonwealth. It could further provide for the all-year school. Well-trained teachers would be attracted to such a school and could there become real rural life leaders.

Recommendations for improved school plant.—The survey committee believes that the time has come for the State to set up definite standards for the one-teacher schools, of which there will be many, for years to come, in the State. The standards must be high enough to make of the school genuine community schools. To this end the

committee recommends State aid (procured through State taxation or legislative appropriation) on the basis of the following standards:

1. That the standard school shall utilize at least five acres of land for grounds and experiment purposes.

2. That every such school shall erect, at community expense, a cottage on the premises for the teacher.

3. That ample facilities be provided for a sanitary water supply

4. That ample provision be made for the installation of such sanitary toilet and heating facilities as shall be recommended by the State department of education.

5. That the plans and specifications of the schoolhouse and the teacher's cottage, as well as the ground plat and planting scheme shall be approved by the division of school architecture and sanitation of the State department of education.

Chapter XI.

SCHOOL CONSOLIDATION AND RURAL HIGH SCHOOLS.

If it were possible to reorganize all the small rural schools in South Dakota as strong one-teacher schools of the community type, described in the preceding chapter, there would be little need for consolidated schools. Unfortunately, many school districts are too sparsely settled and are financially unable to maintain such schools. Here consolidation of two or more small schools to form one graded school of two or more rooms is usually the practical thing to do. While school consolidation is resorted to principally to improve rural schools, in this State it should unquestionably be used as a means to assist the many small, struggling village schools, which in reality ought to be classed as "rural," they being mere rural trading centers.

At some risk of repetition, it is said, this great agricultural commonwealth needs schools and educational processes which can reach clear down to the roots of things, strengthening character, teaching the rights of fellow men, loyalty to the Nation, and fear of God; at the same time that they supply young and old people, without distinction, with practical training for successful breadwinning on the land. These requirements are beyond all but the exceptional one-teacher schools, for which there will always be an important place in South Dakota. An important phase of school reorganization will accordingly come through school consolidation.

Brief history of consolidation in the United States.—School consolidation has made little progress in South Dakota, probably because no concerted policy has yet been adopted to encourage this form of school reorganization by means of State aid. The State department of public instruction likewise has not been able to do much to promote interest in consolidation for want of help in the office. There are in the State, at the present time, 32 consolidated schools, some of them consolidations in name only. However, the survey committee has every reason to believe that the people are ready for a change and eager to consolidate their schools if properly directed; but while ready for school consolidation, the State should not be content with anything except the best type of consolidation.

Throughout the country at large consolidation of schools is now accepted as good national policy. About 10,500 consolidated schools have been organized, taking the place of 50,000 one-room schools. But, unfortunately, some of the consolidated schools are little, if any, improvement on the old. In some places rural territory has been joined to industrial towns and the rural children have been offered an education poorly suited to agricultural requirements. In other places the schools are operated in the open country, but utilize courses of study originally planned for city children. Both types are failures. The kind of consolidated school that has succeeded—and there are many thousands of them—is organized either in the open country or in connection with rural-minded village. But in either case the classroom work is organized to meet the actual needs of the children in attendance.

A. study of consolidation in South Dakota.—The 32 consolidated schools in this State are mostly village consolidations. Three schools only are located in the open country. Two schools report that they are consolidated in name only, as the consolidation was done for the sole reason of increasing the powers of the board, no new territory being added or other schools included. The initiative in practically every consolidation movement seems to have come from the small villages which have been eager to draw more taxable area to their small village districts. This type of consolidation may or may not be what the rural population requires—depending entirely on how the courses of study are planned, how the school plant is equipped, who the teachers are, etc.

It ought to be stated here that consolidation to be really worth while must be so thoroughly well done that even the patrons farthest removed would have cause to feel that their sacrifice in time and travel is well repaid.

These things must be considered:

Where the consolidated school is centered in a village, it must still remain the school for rural people. To this end provision should be made (a) for an abundance of land to be used for gardens and experimentation; (b) for a school plant suitable for community center purposes; and (c) for teaching subjects required by rural and village population in this particular State.

Recommendations for a future policy.—It is probably well enough that consolidation has not been urged upon the people. The one-room schools of the poorer sort are now about ready to be supplanted by new buildings. This, then, is the opportune time to inaugurate a State-wide policy of reorganization of the one-room schools as modern consolidated schools, or where the latter are impracticable, at least as modern one-teacher schools.

The survey committee recommends:

1. The appointment of a State rural-school supervisor as a member of the elementary school division of the State department of public instruction, who shall devote most of his time to school consolidation.
2. The drafting of a tentative consolidation map of each organized county. The work to be done by the State department of public instruction in conjunction with the county boards of education and the county superintendents.
3. A State policy looking toward establishing: (a) Strong one-teacher schools (as discussed in Chapter X) which may later by enlargement of territory become consolidated schools; (b) associated or trading center school areas to embrace a central village and a number of outlying schools; (c) one county high school of agricultural type in each county in the State, which may, or may not, be one of the central schools of an associated area.
4. Liberal State aid for the erection of the new school plants and for maintenance.

The recommendations explained.—It is important, first of all, to have an expert to direct the work of consolidation who can give his time to it. To illustrate: North Dakota has 447 consolidated schools and South Dakota has 32. The explanation of the startling difference in extent of consolidation in the two Dakotas is simple. North Dakota has had a State rural-school supervisor on the job who has given all his energy to consolidation, and the State has been liberal with State aid for this type of schools. South Dakota has done neither.

It is furthermore highly desirable to plan for State-wide consolidation by platting each county in detail. This would give assurance that all consolidations would be realized systematically, without leaving out small schools here and there.

An ideally organized county would probably have: (1) A number of one-teacher community schools, which should in time, as the population increases, develop into larger open country consolidated schools with two or more teachers; (2) one or more village centers associated with a number of outlying schools similar to the Minnesota associated schools; and (3) one county high school of agricultural type, as outlined below.

The Minnesota plan of association would need little if any modification to meet the requirements of South Dakota. Any rural trading center embraces the central village with its various emporiums of trade and exchange, and all the surrounding country that can conveniently use the village has a clearing house for its agricultural products and as a social center. The schools of such an area, including the central village and outlying rural schools, could then be brought into an association or consolidation for educational purposes. The

whole arrangement would be in charge of the county board of education.

A school system such as this fully developed would contemplate for each "association," the central school, with six grades of work in the associated elementary schools and three years of prevocational studies in the junior high school. This would reduce the time for the "tool subjects" in the elementary schools to the right minimum. One central village or town in each county should be designated as the county high school with six years of work in the elementary school and six years in the upper school, divided into a three-year prevocational course, and a three-year vocational course.

The outlying rural schools should have six-year courses. This would give the teacher opportunity to reduce the number of daily recitations now required and give more time to the beginners. All pupils who complete the sixth year in an outlying school would be promoted to the central school to pursue there their studies during the next three years. The graduates from the junior high school in the central village would be entitled to free entrance to the county high school. This course would return the rural youth to the farm in harmony with it, ready and willing to live happy, remunerative lives on the land.

This county plan of organization would assure unity of purpose and effective supervision of all the schools. The principal of each village center working under the direction of the county superintendent would outline and direct the work in the outlying schools, thus "pointing" the children forward to the central school. The county high school should be organized so that its instructors in English, music, agriculture, home economics, and school hygiene might take turns at supervising the work of the schools.

Special State aid should be offered as an inducement to organize the schools thoroughly. The State might well pay one-fourth the cost of the new consolidated school buildings, provided that in no case should it pay more than \$2,500, and, in addition, pay a reasonable maintenance grant, all on condition that the school be erected on or utilize not less than 10 acres of land for agricultural purposes, and in other ways maintain the high standards required by the State department of public instruction.

RURAL HIGH SCHOOLS AND CONTINUATION SCHOOLS.

No high-school facilities for the rural population.—The high-school population in the State is 42,655. In 1916 there were enrolled in town and city high schools 8,164 students and in rural high schools and other rural schools doing high-school work, 1,086 students. Of the latter group only about 200 reached the senior year. Certainly

some of the town and city high-school students come from country districts—probably about 2,000. But the fact remains that altogether too few rural children are able to attend high school and the few who have such advantage do not always get the kind of instruction required by agricultural people. The situation may be stated thus: (1) The number of rural pupils in high-school attendance is too small to influence the standard of culture and intelligence in country districts to any appreciable extent; and (2) the courses of study pursued in the town and city high schools of the State are not well adapted to attract students from agricultural communities.

No lengthy argument is needed to convince anyone that a larger number of rural youth should attend high school. The strong manhood and womanhood in the country can only be measured in terms of educated leadership. School education must produce this leadership, but the school preparing for it will be of quite a different type from the one-room schools which certainly find difficulty in lifting the generation now in school to the degree of intelligent and practical citizenship desirable in modern agricultural life.

The kind of high school that is needed in South Dakota is the sort that can point the way to contented, remunerative agricultural life. When fully organized it will extend its educational facilities to young and old people alike. In this State the school should have the following definite aim and scope: Instruct upper-grade children from the entire county in day courses; instruct youth beyond ordinary school age as well as adults in short courses and extension courses; and instruct illiterates in night-school classes.

A distinctive type of rural high school.—The proposed county high schools ought to be distinctly rural, or they should at least offer the kind of subject matter needed by agricultural people. Many persons, and farmers among them, have the false idea that to differentiate between city and country people in education matters is really to discriminate against country children. This is absurd. There is fundamentally no more reason why country children should attend town schools than to reverse the order and have city children attend country schools. The important thing is to make the rural high school as broadly cultural as any town high school, but a culture intimately related to present and future problems instead of the traditional things. Most important, the course of study must be rooted to the agricultural community and all that belongs to it.

The environment in which the South Dakota farmer lives is the natural background for his course of study. Agriculture must not be taught, as it so often is, as a patch of the old educational cloth; it must become the warp and woof of a new educational garment. The mother tongue, the social sciences, and the new agricultural

sciences will form the nucleus of the study course. And any citizen of the State who has completed the course with credit should be granted admittance to the State college or to the university with full standing, even though he may not have had the language requirements and certain other subjects now required, which have no place in the proposed rural school courses.

Suggestive steps in county school reorganization.—It is not the purpose nor the province of the survey committee to suggest, in detail, the courses of study to be used in the proposed county plan of schools. It will suffice to suggest the desired steps in the organization of the schools, by enlarging upon the outline given earlier in the present chapter.

1. The small one-teacher school: A six-year study plan, devoted chiefly to the "tool subjects" and general culture; but, the entire course rooted to the rural environment, through nature study, school gardening, home projects, and general industrial work.

2. The complete one-teacher community school or consolidated school: (a) A six-year elementary school plan and one, two, or three year prevocational study courses, according to equipment and teaching force; (b) the work in the first six years similar to that in the small one-teacher school. The exceptional teacher in the complete one-teacher school to be permitted to do two years' prevocational work in addition to the six year "tool subjects," provided he has the assistance of a capable wife who can take the sewing, cooking, and other phases of home economics. The consolidated school to offer the six-year elementary and three-year prevocational course if it has three or more teachers, one of whom should be an adept in industrial work.

3. The central village in the "school association." Nine years. Six years elementary and three years prevocational high-school work. In exceptional cases the school to extend the course, contingent on equipment and teaching force.

4. The county high school: (a) Six years above the elementary school—three-year junior high school and three-year senior high school; (b) the senior high-school course to contain the following studies:¹

FIRST YEAR.

<i>First semester.</i>		<i>Second semester.</i>	
	Class. Lab.		Class. Lab.
English.....	5 ..	English.....	5 ..
Farm arithmetic.....	5 ..	Farm arithmetic.....	5 ..
Physical geography.....	5 2	Poultry.....	1 3
Plant life.....	3 ..	Plant culture.....	2 2
Mechanical drawing.....	2 ..	Mechanical drawing.....	.. 2
Farm shopwork.....	.. 3	Farm shopwork.....	.. 3
		Gardening.....	.. 2
25 periods.		25 periods.	

¹ This course is outlined for boys only. The work would be quite similar for girls, except that home economics would supplant the purely "masculine" subjects.

SECOND YEAR.

Class. Lab.		Class. Lab.	
English.....	5 ..	English.....	5 ..
Mathematics (chiefly mensuration and simple phases of surveying).....	5 ..	Mathematics.....	5 ..
History and government.....	4 ..	History and government.....	3 1
Farm animals.....	2 2	Dairying.....	2 2
Hygiene and sanitation.....	3 ..	Hygiene and sanitation.....	2 1
Chemistry.....	3 1	Chemistry.....	1 2
		Farm work.....	.. 1
25 periods.		25 periods.	

THIRD YEAR.

Class. Lab.		Class. Lab.	
English.....	5 ..	English.....	5 ..
Physics.....	3 ..	Physics.....	2 1
Farm crops.....	2 2	Farm crops.....	2 2
Feeds and feeding.....	2 2	Feeds and feeding.....	2 2
Soils and fertilizers.....	2 2	Soils and fertilizers.....	1 3
Farm machinery.....	1 1	Rural sociology.....	3 ..
Rural economics.....	3 ..	Farm work.....	.. 2
25 periods.		25 periods.	

Continuation school courses needed.—Two classes of people can be reached by the proposed county high school in addition to the regular students: (1) Young men and women beyond ordinary school age who are obliged to work for a livelihood whose education has been so meager as to handicap them in the struggle for a living; (2) farmers and their wives who are in need of inspiration and practical assistance in their daily work.

South Dakota has many farm youths who, for economic reasons, can not attend high school regularly. The question arises, Shall school facilities be placed within reach of these young men and women, or shall they go untaught? Either the State must establish practical continuation courses or the agricultural sections will fail to reach the maximum of efficiency to which they are capable.

The rural continuation course should form an important part of the work of the county high schools. It can best be organized as short courses for people regularly beyond school age. There should be no maximum age limit. Any person who can profit by the work should be welcome to enroll.

The time chosen should suit the farmers. The courses ought to begin early in November when the fall work is done and should continue for four months or more. To accommodate the farmers who drive to school the hours could be set from 10 a. m. to 3 p. m. For others who live too far from home, or are unattached, residence privileges could be granted at the school.

The daily routine of the short courses would include a general brushing up in the elementary subjects, farm arithmetic and accounts, farm law, special phases of agriculture, blacksmithing, cement work, leather work, farm machinery, carpentry, cooking, sewing, home sanitation, and other subjects of value to rural people.

The county high schools, to do the best kind of work, should have a liberal amount of land—40 acres is not too much. The school

should have dormitory and boarding facilities for a group of students, who could pay their way in farm work. The principal, a man with thorough pedagogical and agricultural training, should live at the school. There should be farm buildings, farm machinery, and a gradual stocking with farm animals suited to the agriculture of the particular district.

It should be clear that the county high school would be a feeder for the State agricultural college, and would in no sense take the place of the higher agricultural school, as has been true in some States where regional and congressional district schools are set up.

Recommendations.—The committee recommends:

1. The gradual development of the county plan of school reorganization outlined in this chapter, including provision for the establishment of one county high school of agricultural type in each organized county.

2. The grant of State aid to all such schools, to be raised by State taxation or through legislative appropriation. (See Chapters IX and XVI.)

Chapter XII.

THE COURSE OF STUDY FOR OPEN COUNTRY AND VILLAGE SCHOOLS.

Requirements of the law.—The course of study in use in the rural and village elementary schools of South Dakota has been revised lately by a committee appointed by the State superintendent and approved by the State teachers' association. The subjects to be taught are designated by law and are as follows: Reading, writing, orthography, geography, language, and English grammar, history of the United States and South Dakota, physiology and hygiene with special emphasis upon alcoholic drinks and narcotics, civil government, drawing, music, agriculture, and moral and humane instruction. In addition the electors of the district at their annual meeting may add to the above list of subjects.

General plan.—The course of study contains an introduction and a separate discussion for each subject. The most important feature of the introduction is an explanation of the plan of alternation by grades and a specified statement as to just what grades in each subject are to be combined and in just what years the seventh and eighth grades are to be alternated. This definiteness in time allotment, on the part of the makers of the course of study, is to be commended. The observers in the rural schools found the suggestions on alternation of grades to be very generally complied with in the eight counties of the State inspected. Answers from 500 questionnaires of rural teachers, scattered throughout the State, indicated that in 66 per cent of the schools classes were alternated and that they were combined in 81 per cent of the schools.

Combination of classes, alternation of grades and classes, and correlation of subject matter are the only means whereby the recitations in a rural school may be sufficiently reduced in order that the class periods may be of reasonable length.

In spite of the fact that so large a per cent of teachers reported classes alternated and combined, the number of daily classes based on reports from 479 rural teachers showed the median number of daily recitations to be 26.65. The following groupings on reports from

these 479 rural teachers indicate that 74 per cent of the teachers conducted from 21 to 30 classes a day:

Classes conducted per day.

	15 or less.	16 to 20.	21 to 25.	26 to 30.	31 or more.
Number.....	4	44	168	181	82
Per cent.....	0.008	7.00	35.00	39.00	18.00

Median 26.65 recitations per day.

Observation in the schools showed that this large number of classes was due, mainly, to irregular attendance and to the fact that beginning pupils did not enter schools at stated times throughout the term.

The general plan for the discussion of separate subjects is as follows: A few general statements or a paragraph or more related to the importance of the subject in the curriculum, and a definite outline of the work to be covered for the eighth grades. In the outline of subject matter by grades there appears from time to time a few scattered suggestions on methods and devices, sources of illustrated matter, and list of reference books.

General characteristics.—The subject content of each study is outlined in accordance with the traditional arrangement of the customary textbook. The scheme follows the plan of development of small topics and isolated facts, rather than the grouping of subject matter about central units or large topics.

There is a tendency to get away from this traditional order in the outline in physiology and language. In fact, the makers of the course of study of South Dakota have a vision of the time when the many subjects of our school curriculum will be combined under large central topics. The following is quoted from page 180 of the course of study:

The next revision of the course of study for the elementary schools of South Dakota will doubtless be an outline in which the work of the grades will be offered in four or five units, each made up of related subjects, the whole including the branches now commonly found in such courses of study; for example, history will include geography, which is one of the factors that determine what the history of nations is to be, as well as civics, which is but a specialized form of history. If such plan is worked out in our next course, language will be a part of the unit denoted English, which will also include reading, grammar, spelling, and possibly writing. In such a course the work in language would be the medium that welds the whole course into a unit.

An illustration from the general topics assigned in the first three grades in history will show how these topics might have been a part of a large central unit. The three topics referred to for the first three grades are Indian life, celebrations and myths, and hero stories.

The makers of the course of study emphasized the fact that these topics were not arranged according to years, but that the teacher should be free to select from them such subjects as she could use. History in the early grades should be a combination of history, civics, and social activities. The three general topics cited above are isolated and lack a central thread. Before studying Indian life it would be better to prepare the pupils by emphasizing the activities of their own environment through a study of shelter, food, clothing, and community activities. Celebrations form a very vital part of the latter. By a study of his own life there has been developed a background for an understanding of the life of the tree dwellers, cave men, and other prehistoric people. Naturally, a study of Indian and Eskimo life will follow. The myths and hero stories selected would be in keeping with the central theme, which should be the study of the activities of the child's environment as a basis for a study of man's activities in the past. All of this historical subject matter of the early grades should, of course, be developed through constructive work, dramatization, song, and story.

Throughout the course of study suggestions are used that mean little to the average teacher. Under the suggestions for art, teachers are told to correlate the work with the subject matter of the course, and yet there are but few definite suggestions as to how it can be correlated with other subjects. Again, under the geography suggestions it is recommended that nature study correlated with language and reading will be all the geography needed in the early grades. Yet there are but few definite suggestions as to just where and how nature study may be correlated with language and reading. In fact, the course of study does not contain an outline on nature study. The term "motivate" is frequently used in a manner similar to that of "correlate."

From the preparation and experience of South Dakota teachers, as given in Chapter XVIII of this report, it is evident that teachers with such meager training could have but little notion of such terms as "correlation" and "motivation." Again, granted they do understand the meaning of the terms, merely stating what should be done would be of little value. The observers found that there was a lack of reference books and other source material in the schools. A teacher with from four to six subjects per day to teach, which are scattered over an equal number of grades, has little time for the necessary research involved in formulating elaborate lesson plans. Even the best-prepared teachers are inclined to follow the textbooks as the line of least resistance. For this reason the course of study should be very specific in its generalizations.

The course of study has emphasized the elimination of much material found in the textbook, now conceded to be of little value to

the child in fitting him for adjustment for the social life of which he has a part. These eliminations are especially noted in physiology and hygiene, arithmetic and language. The minimum and supplementary outlines for seventh and eighth grades history, geography, and language are an excellent feature. The minimum length of school term for South Dakota is seven months. Answers from the 3,923 rural teachers show that 70 per cent of the school terms were less than nine months during the year 1917-18. This being the case, it is very essential that the course of study should present minimum and maximum outlines of work in all subjects.

The further discussion of the course of study will be narrowed down to a summarization of the individual subjects outlined in the course.

Reading.—The term "Reading and Literature" better expresses the subject matter as outlined in the course of study for the eight grades. The subject is introduced by a few paragraphs upon the importance of reading. It is emphasized that the chief aim in the work of reading is to make good silent readers. The paragraphs on aims of reading are followed by a brief discussion of the various methods of teaching primary reading.

Then comes the outline for the work of the individual grades. The subject content of the first three grades is confined to primers, first, second, and third grade readers. Reports from 390 rural teachers scattered throughout the State indicate that 43 per cent of the number of teachers reporting did not have any supplementary reading matter. The answer on this question from the 390 teachers is given below:

Number supplementary readers.	Number.	Per cent.	Number supplementary readers.	Number.	Per cent.
None.....	165	43	More than 4.....	45	12
1 to 2 sets.....	132	33	Total.....	390	100
2 to 4 sets.....	48	12			

From the fourth grade on, the course of study very wisely suggests that the business of the subject from now on is reading to learn rather than learning to read. There are suggested lists of stories and poems to be studied. The seventh and eighth grades are encouraged to read current magazines and literary classics. The list of poems and stories to be studied throughout the course is to be commended. Dramatization is emphasized in the early grades, but practically nothing is said of story-telling. Listening to a story told by another affords a valuable training for concentration of thought; the oral reproduction of it gives an ability to think on one's feet, and when the story is read by the pupil himself the

retelling is a test of his ability to gather and impart thought from the printed page.

The hints on how to produce good reading are valuable. Models are presented for the mode of procedure in conducting a primary lesson, for dramatizing the story, in interpretative questions, in teaching a poem, in studying a masterpiece, and in the treatment of the life of an author. It would have been wiser, in the dramatization of "Daffy-Down-Dilly," to have emphasized the fact that the selection of characters, the stage setting, and gesticulation be worked out by the pupils themselves rather than be determined upon by the teacher. Lowell's "Longing," which represents the grief of a parent over the death of a child, can not be comprehended by pupils in the fifth and sixth grades, and is not a wise selection.

The suggestion that masterpieces be first read through for general meaning and purpose is a very good one. The tendency has been in studying classics to dissect them for choice of words and sentence structure, so that the pupils failed to see the story as a connected whole.

Domestic science and gardening.—The suggestions on gardening belong to agriculture and should be included under that head. In the introduction the statement is made that the course is to be correlated with hygiene, yet there are no definite directions as to how and where there might be such correlation. All the work included under canning and preservation of foods and cookery could well be included under the subject of food in the hygiene course.

The course of study suggests that emphasis in domestic science be placed upon sanitation and health. Very definite suggestions as to just how this can be done should be stated in the course of study. Since the hot lunch is so essential to the physical well-being of pupils in the rural schools, and since it forms such a practical feature of domestic science, very definite directions should be given covering the equipment, menus, and serving.

The course of study suggests that instruction in canning be conducted as a home project. The same suggestion is also offered relative to gardening. This might well be recommended for sewing and much connected with the preparation of the hot lunch. In the rural school the home projects of boys' and girls' clubs fostered by the State agricultural extension department should be made a very vital part of the course in agriculture and domestic science.

Agriculture.—In the introductory paragraphs to the subject, attention is called to the fact that no attempt was made to prepare a complete course in agriculture. What was attempted was the formation of an outline on special topics in agriculture, such as weeds, corn, horses, etc. These topics are assigned to months. These outlines do more than mention topics. They give considerable formation on the subject matter. A few references are give

close of each outline. In these lists frequent use is made of publications from the United States Department of Agriculture and the Experimental Station at Brookings.

There should be in every course of study for rural schools a very full outline on nature study for the lower grades. This nature-study outline should embrace topics contained in the subject matter for all the studies belonging to the science group of the elementary schools which are elementary enough to be taught young children. For advanced grades this nature-study outline should be replaced by a definite outline in agriculture. Definite and adequate instruction in nature study in the lower grades is a necessary foundation for a proper understanding of agriculture.

Bulletins from the United States Department of Agriculture and the State experimental stations should not only be present but should be catalogued, in order that their location may be easy. Children need to be taught how to use these bulletins. Not all material in them is within range of the child's comprehension. To this end teachers need to be most careful in selecting references from them.

The project work in connection with boys' and girls' clubs should be connected with the course in agriculture.

Music and art.—The outline on art is concerned mainly with the fine arts, and is planned with a viewpoint of a school where all grades are represented and where there can be but one period devoted to the subject. There is only a brief allusion to industrial art. Since this is the only space given in the course of study to industrial art, it would have been of practical value to have elaborated much more fully on this side of the subject. In a course of study for schools where several grades are to be in the hands of one teacher, the outline for primary grades could well be covered under the term of the industrial art, leaving the fine arts for later grades.

The music outline is brief and is prepared for schools where there can be only a few minutes a day devoted to the subject. In general it may be said that the music outline attempts more than the teacher's preparation allows her to undertake.

Music and art can not be handled efficiently unless under the supervision of a special teacher. Since the music machines are so popular, the course of study could well give suggestions relative to the educative use of these machines in schools and the type of records to be purchased.

Handwriting.—No outline is incorporated. This omission is explained by the following, quoted from page 56, course of study:

In view of the fact that the various writing systems adopted for use are explicit as to gradation and corresponding method to be employed, only a very few suggestions will be incorporated herein.

If a definite outline is to be omitted it would be wise to designate one or more standard systems. To leave it to whatever chance methods are adopted is dangerous.

The outline should contain some information on standards in measuring handwriting, and indicate where published measuring tests may be obtained.

Spelling.—The excellent feature of the spelling is that it tends away from stereotyped exercises of the traditional spelling book and emphasizes that only words likely to be written should be learned to spell, that the word should be selected from the pupil's immediate environment and that there be constant watchfulness of the pupil's own spelling through individual lists.

History and civics.—The outline for primary grades has been used in this discussion as an example of how isolated topics might be grouped about a large central topic. A list of topics is assigned for the fourth and fifth grades, which are to be approached through the medium of biographies and stories. South Dakota history is given a place in the last half of the sixth grade. The outlines contain a full list of reference books to supplement the work of the individual grades.

In order to approach United States history effectively in the grammar grades it is necessary that some time be devoted to a few large topics which deal with the great European civilization out of which America has developed. These could well be placed in the intermediate grades. The outlines for seventh and eighth grades follow the chronological order of the textbook. The minimum course is to be commended, as it provides an adequate covering of the ground for the short-term schools. It is unfortunate that no list of reference books is given for the grammar schools. For effective teaching of history in grammar grades there should be an abundance of outside material. In fact this should be the main source of content matter, the textbook serving as a reference work and the place in which to study perspective. The course of study should be very explicit as to how the supplementary material is to be used.

The leading criticism of the history outline is that small topics and mere historical facts serve as the center of ideas rather than large units. Much more emphasis should be given to local history. Many historical stories form suitable material for dramatization in the lower grades, such events as the adoption of the Declaration of Independence, and the Constitutional Convention, may be effectively reproduced in the higher grades. Indian lore associated with the early history of South Dakota contains situations desirable for reproduction. Every neighborhood has, in its own history, elements that form the nucleus for pageantry. The course of study should stimulate activity in this direction, showing how the pupils, with the teacher as a leader, may work out these dramatizations.

Civics is allotted from one-half to two-fifths of the history time in the grammar grades. The outline covers local, State, and national civics and follows the order of topics found in the average textbook. The danger in following such an outline is that the subject may be treated too abstractly. Civics to be real to children of the grammar grades must be full of concrete illustrations. It is suggested that civics in the lower grades be correlated with the other subjects. This means nothing to the average teacher, for she does not know how to go about the situation. There should be definite directions showing how to correlate the laws of sanitation, quarantine, and disease with the hygiene courses. The game laws very naturally belong to humane instruction. A study of the forest reserves falls under the subject of geography. Community activities, improvement associations, and clubs of various sorts are a part of history.

Physiology and hygiene.—The excellent feature of this outline is that it emphasizes hygiene rather than physiology. Much that is given could well be placed under nature study and domestic science, organized around problems that have to do with the pupil's interest. The outline for grammar grades is supplemented by habit, germ, and community hygiene, quoted from a recent bulletin issued by the State department of Nebraska. All that is given in the hygiene outline could have been classified under larger topics.

Geography.—No definite outline is given before the fourth grade. It is suggested that the work given before that time be centered about nature study. Frequent illustrations to correlation of subjects with nature study are given throughout the outline, yet, as has been stated, there is no course for nature study. The outline for intermediate and grammar grades follows the traditional geography text, in that it emphasizes small facts and topics.

A well-selected list of reference books is given. This should be supplemented by avenues of source material, which vitalize good teaching. Chambers of commerce in large cities and advertising material of railroad and manufacturing concerns are examples of such avenues.

It is not enough to give list of reference books and material. There should be many suggestions as to how and where to use this outside material. In geography as in history teaching, this outside material and not the textbook should form the principal source of such matter.

Arithmetic.—The introductory paragraph contains suggestions showing how the first year's work in arithmetic should be associated with other subjects and with all the activities of the school. The subject matter is then outlined very carefully, month by month, for all the grades.

The selection of topics is confined to the generally accepted notion of what constitutes practical subject matter in arithmetic. It espe-

cially emphasizes topics to be eliminated. Emphasis is placed on thoroughness, the mastery of fundamental facts and the illumination of abstraction by concrete examples. The outline does not show how arithmetic processes in other subjects may be utilized. More emphasis should be placed upon the ability to size up mathematical situations rather than learning facts and processes.

The outline in the lower grades is interspersed with a few suggestive devices. There should be more suggested games and a list of reference books covering the teaching of arithmetic for all the grades.

Language.—The introduction to the subject emphasizes the correlation of languages with the other subjects of the curriculum. The outline is then given covering the work for each year. In the primary and intermediate grades the work consists of oral and written compositions, picture study, dramatization, memory work, and letter writing. Just what mechanics of language should be taught in each grade is outlined. The delightful thing about the entire course is that technical grammar is everywhere subordinated to composition. Formal grammar is not studied until the seventh and eighth grades. A minimum and supplementary course is offered for these grades. A very complete list of stories and poems for all the grades of the school accompanies the outline.

Recommendations.—The survey committee recommends that the following outline be followed in preparing the next course of study:

1. Subject matter—

(a) Grouped about large topics rather than individual topics. The science group to include nature study, geography, physiology, agriculture, home economics and manual training; the history group, history, civics, and some portions of geography; and the literature group, reading, spelling, penmanship, language, grammar, and literature. Mathematics to be in a group by itself as a necessary measure for all the groups.

(b) Such a selection of topics within these large units as will be fundamentally important and large in detail.

(c) A progressive arrangement of topics.

(d) Suggestions to guide the teachers in the adaptation of subject matter to environment.

2. Time allotment—

(a) Suggestions for reduction of classes.

(b) Several daily programs to fit schools with one or two teachers and from three to eight grades.

3. Material—

(a) List of material and names and addresses of firms where such material can be purchased.

(b) A well chosen bibliography relating to subject matter. Name and addresses of publishers and price lists.

(c) Suggestions for collection of local material.

4. Method—

(a) The approach of subject matter through such problems or projects as will furnish proper motivations.

(b) Many more suggestions on helpful methods and devices.

(c) More lesson plans.

The level of general culture.—The splendid ideals and cultural inheritance of the South Dakotans are responsible for the justifiable demand for a large element of cultural education in all the schools. This can not be overemphasized in these times of materialistic tendencies. While the survey emphasizes agriculture for an agricultural people, it realizes fully that no agricultural population can become really great which neglects the spiritual elements of an education. As will appear in later chapters, the South Dakota people are probably suffering as much to-day for the want of a high level of general culture as they do for the want of technical and practical instruction in agriculture—nor does South Dakota differ much in these respects from other States.

The elementary and secondary schools should be enabled to give a more thoroughgoing instruction in the fundamental elements of an education than most of the schools are now giving. Music and art, literature and language, must continue to hold prominent place in the work of the university and the denominational colleges of the State. At the same time natural and social science and the other subjects that provide scientific knowledge and trained skill must have a proportionally larger place in the schools than heretofore.

Economy and efficiency in school organization and in courses of instruction.—Real economy and efficiency require that the small rural schools be reorganized, so far as practicable, as consolidated community schools. The schools in the rural villages should for similar reasons plan a wholehearted cooperation with the outlying agricultural districts which are utilizing these villages as trading centers. This can best be accomplished by providing courses of study and means of instruction suited to the everyday needs of both rural and village children. Rural high schools are urgently needed—schools organized to meet the requirements of a modern agricultural people. It is equally true that the town high schools should, at an early date, readjust their work to meet more fully the requirements of their South Dakota environment.

The higher educational institutions were organized in the days of early settlement on the borders of the State—chiefly as the result of local demand. A forward-looking State policy in education would carry with it some definite modifications in the prevailing system. It is doubtless unwise in a State like South Dakota, which, as was shown above, requires a comparatively small number of persons to fill the professions other than teaching and the ministry, to maintain, as it now does, in more than one institution, departments or courses intended to prepare students for any one of these professions. This seems notably true of the various forms of professional engineering, for which schools or courses are now maintained in three higher educational institutions. The question of necessary and un-

necessary duplication of schools and courses, will, however, be discussed in detail later. Throughout the study it has been the purpose to keep in mind a State-wide policy of education, to give the commonwealth a type of instruction and study courses dictated by State requirements, fully efficient and economical without being cheap.

Important task of the normal schools and other teacher-training institutions.—The predominance of agricultural life indicates the need for teachers prepared specifically for teaching in rural schools, who can give school children instruction leading to successful agricultural pursuits. South Dakota needs more than three times as many rural teachers as city teachers. This shows clearly what an important task the normal schools, the agricultural college, and other institutions training rural teachers have in this field. The future teachers must have an academic and professional training suited to rural needs and ample to educate the men and women who, in their turn, will furnish the practical aggressiveness, correct outlook on life, and finer idealism spoken of above.

The schools and Americanization of the foreign born.—The world war has opened the eye of the American public to many unwise practices of long standing on the Americanization of alien immigrants. It has been brought home to the people rather harshly that many of the foreign born who were welcomed to American shores and given all the rights and privileges of the native born have never become fully assimilated as American citizens. Lack of foresight of the general public and the Government, failure to enforce ordinary statute law, and neglect to reach the aliens through the right type of education, explain, in some measure, present prevailing conditions. To educate all its people, without exception, is the duty and right of democracy. If the alien has not had these blessings in the country from which he came, it is the duty of the Government to extend the blessings to them now; if they have neglected to make use of the schools organized for them, it is the right of the Government to demand that they correct the deficiency at once. South Dakota has probably ample school law to reach all who have neglected to use the public schools. But the State does not now have the necessary night schools, part-time schools, and other kinds of continuation schools so much needed if the unassimilated adult aliens are to be reached.

Chapter XIII.

HOME ECONOMICS IN THE SCHOOLS OF SOUTH DAKOTA.

Section 1. GENERAL SITUATION.

Introduction.—An American girl is a future citizen of a democracy and, as such, needs the same broad fundamental education that should be provided for every boy. One out of every two girls will be, for a few years, a wage earner for which temporary vocation she may or may not need some special education. Out of every 100 American women, 93 marry. Of these, 87 per cent become mothers and 95 per cent operate their own homes by their own labor. In South Dakota there were listed in the 1915 census 118,110 women employed as housewives; nor did this include all women wage earners who were also home makers. It is evident that a girl's education should include training for citizenship, for home making, and in some cases for wage earning.

Wage earning, which is a permanent occupation for men, is but a temporary vocation for most women. Recognition is now generally given to the need which exists that all girls should receive special training for their life work of home making and motherhood. To afford this training, home economics instruction should be made an essential and required part of every girl's public-school curriculum.

The survey committee is of the opinion (1) that home economics courses should be required for all girls from the fifth to the ninth grades, inclusive; (2) that under certain conditions, where many girls are retarded in their studies, special intensive courses should be offered; (3) that the rural children need this training quite as much as do urban children; (4) that when normal schools accept students from the eighth grade these students should also be required to carry one full year of home economics; (5) that it is right to give university women the opportunity to pursue thorough courses in home economics; and (6) that the conditions upon which the State Agricultural College is founded obligates that institution to maintain for women courses in home economics, in all respects equal in rank and quality to degree courses offered in agriculture and engineering.

Home economics as now organized in South Dakota public schools.—South Dakota has already made good advancement in

teaching home economics in its public schools. Forty-four towns and cities have organized departments of home economics and several consolidated schools have made some effort to introduce certain phases of this subject. Little effort has been made to teach the subject in the one-teacher rural schools, although the State course of study offers suggestions on this subject.

In a few schools home economics is taught in high school only; but the prevailing custom in South Dakota city schools is to introduce either food courses or clothing courses or both in the seventh grade. Five schools report teaching sewing in the fifth grade, and three have sewing in grades below the fifth.

It is customary, in schools giving work in home economics, to require all girls to take this while in the grades and to place home economics on the optional list in the high school.

The size of classes varies from 3 to 38 pupils and in time from 35 minutes once a week in some grades to 90 minutes daily in some high schools. It is common practice to allow only one 45-minute period per week for either cooking or sewing in the elementary grades. Sometimes the two subjects alternate, so that a student sews 45 minutes one week and cooks 45 minutes the alternate week.

Weaknesses in the present system.—The short, infrequent periods now allotted to home economics in the elementary grades is one of the chief weaknesses of the work. It is unfortunate that the work in the high school is usually elective, frequently poorly scheduled, often hampered by the grouping of girls of unequal preparation and by failure in securing cooperation of other departments with that of home economics. These difficulties may be due to indifference or to lack of recognition of the importance of the subject.

Preparation of teachers in home economics.—There were 33 replies to the questionnaire sent to the secondary school teachers of the subject. These teachers were trained at various institutions in the following numbers:

State Agricultural College of South Dakota.....	3
University of South Dakota.....	5
Stout Institute, Menomonie, Wis.....	8
Iowa State Agricultural College.....	2
Kansas State Agricultural College.....	2
University of Minnesota.....	2
Milwaukee-Downer College, Milwaukee, Wis.....	3
Thomas Normal School, Detroit, Mich.....	2
Valley City Normal, North Dakota.....	1
University of Iowa.....	1
St. Lawrence University, New York.....	1
Columbia University, New York City.....	1
Yankton College.....	1
Not designated.....	1

A study of the record of preparation of home economics teachers for high schools leads to two distinct impressions: (1) That many of them are not graduates of four-year college courses; and (2) that the majority of the teachers have received their training outside of South Dakota, although citizens of South Dakota during their college years.

The first conclusion leads to the belief that home economics will never receive fair consideration from other high school departments until the same degree of collegiate preparation is required for the teacher of the one as for that of the other.

The second conclusion (that many have pursued courses at schools of other States) points to some weakness in the higher educational institutions of South Dakota. It is probable that some of these teachers were residents of other States and came into South Dakota for employment, but there is evidence that many South Dakota young people have not highly valued the training offered in their own State educational institutions.

A further discussion of teacher training in home economics will be found in the chapter relating to the Agricultural College of South Dakota.

Difficulties now existing in the administration of home economics.—The teachers realize the difficulties under which some of them are teaching. This is evidenced by many expressions of their needs in the replies to a questionnaire sent them. The commonest desire is for longer and more frequent home economics' periods in the elementary grades and that the subject shall be required in all high schools.

Many state that they need added equipment and some need better rooms. These are but natural conditions in a young and rapidly growing State, and are deficiencies that should be corrected; but they may be temporary and are not necessarily fundamental.

The lack of adequate educational equipment, reference books, and textbooks can not be so lightly overlooked. The cost of these is comparatively small and the rapid increase in school attendance can not be given as an excuse for either the negligence or the indifference which causes the absence of these minor but important supplies and equipment.

It is not surprising that a teacher giving daily instruction in high school English II, high school English IV, German, botany, physiology, and seventh and eighth grade home economics should be forced to say, "She had read no books since she began teaching." Such a schedule of work is alike unfair to teacher and pupils. It is the most extreme type of waste of human ability and vitality. To prepare adequately five different subjects each evening is too great a requirement to make of any teacher after she has taught five full hours during the day. Such a teacher will wear herself out and break in health

or she will look for another position or settle down to do as little as possible under the circumstances. It is a common fault in South Dakota that the home economics teachers have been assigned to too many other subjects.

Advancement while in service.—Not only must a home economics teacher have adequate preparation before employment, but her growth in knowledge and teaching ability should be continuous while in the service. Her growth is dependent upon the extent and variety of her reading, upon her participation in teachers' associations maintained in her city, county, State and Nation, and in her graduate study at summer schools or during periods of leave of absence.

With but few exceptions the home economics teachers are reading some of the most approved educational books. One teacher states that she has not time to read—a fact that is perfectly evident when her daily schedule is studied.

Twenty teachers are reading the American Home Economics Journal; 10 are reading the Literary Digest, while others are readers of the Independent, World's Work, National Geographic Magazine, Review of Reviews, and Educational Review. This speaks well for the intellectual efforts these teachers are making and will lead to increased efficiency.

All but six of these teachers have joined one or more educational associations. Not so many are members of the home economics associations as could be desired, but it is probably partly due to their newness in this line of work.

The home economics teachers of South Dakota are most of them new in their positions and only just out of school, which may explain why few have carried graduate courses.

Present methods in teaching home economics.—At present almost all food instruction in South Dakota consists of small recipe cooking, the products of which are immediately eaten. A child is not critical of the result of her own labor, nor is she a fair judge of the quality of cooked foods. This method of disposal of laboratory products is objectionable. It stimulates greed and selfishness. Food is wasted if eaten when not needed. There is no stimulus to excel because there is no one to know of success or failure. It is undesirable that children eat at odd times and between meals. The repeated use of very small quantities of food materials fails to give the judgment and dexterity needed in the preparation of family-sized quantities.

Some notable exceptions to this small recipe method were observed. In Aberdeen, Sioux Falls, and Pierre, the students regularly prepare a daily school luncheon, while at Madison and some other places the children bring supplies from home and take the finished product for home use. In all cases the cooked food should meet a

real need and the children should receive the incentive which comes from the approbation of others.

In a few places in South Dakota "model" sewing is given. Hand-work with no machine work often remains in the elementary school course. This is not so much the fault of the teacher as it is of the school board which fails to supply sewing machines and suitable rooms for teaching valuable courses in garment making. The use of the sewing machine and the commercial pattern should be taught in the sixth, and each succeeding grade.

To teach neat and effective hand and machine work and also the intelligent choice and preparation of food is desirable, but foods and clothing do not include all of home economics. Almost without exception the school boards and instructors in home economics in South Dakota have overlooked the importance of teaching household accounting, home management, home administration, home nursing, and household sanitation. They have ignored the need of careful instruction in personal hygiene. Yet much of home economics is but an intensified study of hygiene. Each course given, be it food, clothing, or home administration, must be based upon certain elemental truths, and must be taught with especial emphasis upon the health aspects of the subject.

Courses of study.—South Dakota devotes six pages of the elementary school course of study to "Domestic science and gardening," but three pages of the six give a mere exposition of home economics subject matter, and as a part of the course of study could be condensed into one quarter page. So far as could be discovered no teacher of elementary grade home economics in cities or towns was following this course, which is denominated "A practical rural school course." No other course is suggested for the use of teachers in elementary grades.

There is no uniform course in home economics for high schools. At present each teacher plans her own course, which under such conditions varies from year to year with the changing of teachers.

Suggested modification and improvements in the organization and administration of home economics.—South Dakota should have a State course of study for home economics in the elementary and secondary schools. This course should progress toward uniform results, but there should be opportunity for adaptation to community and school needs and conditions.

Particular problems should not be required by this course, but definite principles with State-wide application should be presented in orderly and logical sequence.

Such a course when once inaugurated will bring to the service better prepared teachers; it will enable pupils to transfer from one

school to another without delay or repetition of work; and it will make possible adjustment of advanced home economics courses in the State institutions of higher education.

Time allowance on home economics.—The following time allowance for home economics is recommended for all graded schools:

Fifth and sixth grades: Forty-five minutes four times each week or one and one-half hour periods twice each week.

Seventh and eighth grades: Seven 45-minute periods. It is desirable that these be given as three periods of one and one-half hours each and one prepared lesson period, or that two entire half days be given to home economics each week.

If the financial condition of a school community is such that home economics can not be maintained in both elementary and high schools, then it should be supported in the grades alone until there are funds sufficient for a complete course. So many children leave school that it is imperative that some training be given early in the course.

One year of home economics should be required of all high-school girls. This should be in the ninth grade and should be so taught as to be equal to one full unit of work. It may consist of six laboratory hours, two class-room hours, and two hours for study, or it may be given as five double periods weekly, with time taken during these for recitations and discussions. Electives in home economics should be offered in the upper three years of high-school work in the larger city schools. It is probable that much better results will be attained in the smaller towns if efforts be made to make the elementary and first high-school year of greater excellence rather than to multiply courses in home economics for advanced classes.

Textbooks.—Textbooks for home economics teaching should be adopted for elementary schools and for high schools. While it may not be possible to find textbooks that exactly meet the needs of all localities or present material in exactly the order desired by each teacher, it must be conceded that a less-than-perfect textbook, supplemented by notes and assigned readings, carries an elementary or high school student farther along any line than will dictated notes and copied material.

Especially is this true in studies of the type for home economics and with young teachers such as now are employed for this subject. Of 33 teachers of home economics reporting as employed in South Dakota, four accepted their present position since January 1, 1918, 17 during 1917, four in 1916, three in 1915, three in 1914 and two in 1913.

No consistent course of instruction can be maintained without standard textbooks when the personnel of the teaching force changes so frequently.

Content of courses.—Fifth grade: Home economics in the fifth grade should consist of lessons in sewing and in housekeeping. In a well-organized school system all children will have had primary manual arts in the first four grades. They will know how to use scissors and other common tools and will have become interested in the work of their hands.

From the first lessons in sewing, there should be presented a definite purpose for every effort they are taught to make. It is at this age that a girl readily learns to crochet, knit, make tatting, and work designs in cross stitch. All sewing during the fifth grade will be by hand. It should be on small problems, that each may be completed before the child becomes weary and discouraged.

Children interested in dolls may be given problems in doll garments, but usually the child of 11 or 12 prefers making something of actual use. Too often the intelligence and ability of a child is underestimated. If given a task worth while she is interested and will learn quickly. The girls should sew for 45 minutes three times each week. Dexterity is developed, and the speediness with which their problems are completed stimulates the student to further effort. There is little to cause wonder that girls failed to enjoy sewing when they had but one lesson in two weeks, and were able to see few results after many weeks of periodical effort.

If possible, the sewing in the fifth grade should be given by a special teacher. There are, occasionally, grade teachers who are deft in the use of the needle and really enjoy teaching sewing, but usually the room teacher is less efficient in this line than in her usual work. There is opportunity to correlate sewing with several other subjects in this grade. The result is an increased interest in each.

The function of sewing instruction in the grades is first to familiarize the child with the tools used and to develop manual dexterity. This, with instruction concerning the growth of cotton and flax, the life of the silkworm, and simple weaving processes, is about all that can be accomplished in the fifth grade.

One-fourth of the time for home economics in the fifth grade should be devoted to housekeeping. Few mothers would choose cooking as the first part of home-making to be taught eleven-year old girls. Rather, the natural method of introducing a child to home making, is to teach her to make a bed, set a table, clear off a table, wash dishes, dust furniture and arrange household articles in an attractive manner. Less judgment is required in the discharge of these duties than in food preparation. The more immediate tangible results appeal to the younger child.

Equipment for teaching home economics will not be considered adequate if there be only tables, sewing machines, commercially made cooking desks and cooking utensils. In order to teach home making

by means of bed making, table setting, dusting, etc., it becomes essential that there be a bed to make, a table to set and a room to arrange and dust.

A small house, an apartment or a teacher's dining room or rest room becomes part of the essential equipment for the satisfactory teaching of home economics.

Sixth grade.—The sixth grade home economics course should consist of sewing and food preparation.

The sewing teacher should review the methods taught in the previous year, making applications to new problems. The introduction to the use of the machine and of the commercial pattern belongs in this second year of sewing.

The problems chosen should again be small enough to be completed in reasonable time. The articles made should be such as the child, or some member of the family or other person can actually use.

In the food preparation class the housekeeping lessons of the fifth grade should be reviewed and ability developed to follow accurately a simple recipe, to combine the ingredients and to regulate the heat in the ordinary processes of cooking.

This cooking should be with small quantities. Because of the inexperience of the child, some poor products and some food waste are inevitable. The small quantities used reduce the waste to the minimum, at the same time making easier for the child the manipulation of the materials and the use of the cooking utensils. The time allowed for food preparation lessons should not be less than $1\frac{1}{2}$ hours. This makes possible the completion of the processes involved in the preparation of any dish, affords time for explanations and inquiries by the teacher, and gives opportunity for nice dish washing and kitchen cleaning, as well as time for orderly serving and eating of the food.

Seventh and eighth grade courses.—Many children leave school without entering the high school. Recognizing this and also that in the early adolescent period girls are more interested in all that relates to household matters than in their earlier years, the seventh and eighth grade home economics should receive especial stress.

The technique of food preparation, garment making, and house-keeping should be perfected and, in addition, a broader comprehension of reasons for processes and the relation of the study of home problems to other subjects should be developed. Food study should be correlated with arithmetic, agriculture, geography, and language. Garment making with geography, arithmetic, language, and drawing.

In all cases the articles produced by these classes should be for actual use and should meet some existing need. Personal adornment should not be the incentive for sewing nor selfish satisfaction the motive for food preparation.

The sewing may be for personal use if the garments are needed. The problems chosen should be such as the community life makes desirable. Not only should garments be made, but their cost in material and time should be computed and the comparison made between the ready-to-wear and the home-made garment.

Elementary home nursing, home sanitation and household accounting should be taught during the seventh and eighth grades. Practical experience in buying should be given so often that an ability to discriminate and judge of foods and fabrics may be developed.

Upon the completion of the eighth grade of school work certain attainments should have been reached by all girls. Besides ordinary scholastic accomplishments they should be able to do certain things for themselves and their homes and should understand the relation of their home to the community.

A girl of fourteen or one having finished the eighth grade should be able to choose and purchase the material for her own plain clothes and to make her own undergarments and wash dresses; she should have developed a pride in the care and repair of her own wardrobe; she should know how to assist in the household and should enjoy having the care of her own room; she should be able to plan a simple meal economically, purchase the foods and cook and serve the same in an expeditious and satisfactory manner.

Cooperation of the mothers with the efforts of the teachers is necessary in order that the pupils may have encouragement at home to practice that which is taught at school. It is doubtful if school credit in home economics can be given for home work. Credit for home work presupposes frequent supervision, and to do this in home economics there is necessarily an intrusion upon the privacy and personal problems of the home. This, no school official has a right to attempt. Uninspected home work with school credit is eminently unfair. The honest mother and daughter will suffer in comparison with those of more elastic consciences, and the daughter of a mother with high standards for workmanship will be at a disadvantage with those whose mothers' ideas of excellence are lax.

High school home economics.—The ninth year at school should complete the required home economics work. After the ninth year there will need to be, in the larger cities, elective courses. The student pursuing a commercial course can not afford more time for home economics training, neither can the girl who has a reasonable expectation of being able to enter a college or university or normal school. The young woman whose future is undetermined, or who will probably remain in her home, may well elect a four years' course in home economics, and for her these elective high school courses may be established.

The ninth grade or last year of required home economics study should be based upon the previous four years of grade work. It should be a survey course equivalent to one full unit course and should be allotted the equivalent of daily double periods. Foods, clothing, hygiene, and home administration should divide the time. Each may be given the equivalent of one-half of one semester of class time with the laboratory periods equally divided between garment making, food preparation, and housekeeping. Local school conditions may well determine whether these subjects shall alternate throughout the week, or occupy all the time of alternate weeks, or be assigned to seasonal periods. In general, it is most desirable to give the practical work in sewing in the first nine weeks of the fall semester and the last nine weeks of the spring semester, thus leaving the 18 mid-year weeks for food preparation. If the teachers in charge of this work are broadly and well trained such a plan works well, but if the teachers are over specialized and can teach only foods or only clothing, then it will be necessary to alternate the classes so that all teachers may be continuously employed.

Laboratory food products should be used in the school lunch room and for teachers' lunches, receptions, dinners, etc.

Supplemental paid help will be needed in any lunch room supplying 50 or more lunches per day.

It is here suggested that the sewing course shall be based upon the assumption that the students know how to do plain hand sewing, use a commercial pattern, and operate a sewing machine and are acquainted with different fabrics and weaves.

There should be a review of handwork, machine work, and commercial pattern use by some simple problem such as the making of a gingham garment for a child.

A further review of the above and also the choice and application of trimming can be given on a problem such as the making of a muslin gown. Since the use of the electric motor for home sewing machines is becoming common, the use of a motor-driven machine should be taught at this time in the course.

An advanced knowledge of color, design, and textiles may be developed by the problem of a serge school dress or the remaking of a woolen dress or skirt.

There should be at least one problem involving cleaning and, if possible, dyeing.

There should be one problem consisting of work for others rather than for self. This might, for the present, well be for the Red Cross, Belgian Relief, Associated Charities, or for local needy children.

One or more general problems necessitating the cooperation of all members of the class should be required. This may be rug making,

quilt making, hemming household linen, or making costumes for some school play. Ability to work well with others and happily for others is a characteristic so desirable that no school should fail to develop this in every way possible.

Unless the teaching of home economics functions in the home life of the students it is of little value. A student in clothing should be more suitably clothed with garments kept in better repair than one without this training. The value of courses should be evidenced by more simple, conservative and appropriate garments chosen and worn by the students.

A similar development of taste and judgment should be evidenced in regard to food, house furnishing, and housekeeping.

The mastery of technique results in greater pleasure in accomplishment.

Whether a girl elects business, industrial, or academic courses, she will always need the instruction received in the required home economics courses.

When a business woman, her training will have prepared her to buy suitable clothes and to care for them; to select proper food to maintain her body at a maximum degree of efficiency; and so to control her environment that her surroundings may not imperil her health.

Elective high-school home economics course.—Elective high-school home economics courses should be paralleled by science courses which become required courses for all students electing the home economics. These science courses should be chemistry, physics, biology, and physiology. In addition to these, there should be a required one-year course of advanced art for all students pursuing the elective home economics course.

This elective course may well include advanced dressmaking, advanced foods courses, invalid cooking, lunch room cookery, household sanitation and administration, and the home care of the sick.

The above-suggested courses do not include trade training for women. Many of the industries in which women are employed are evolutions of household employments, but home economics instruction can be considered only as a prevocational training for these wage-earning vocations. A demand for special trade courses in the high school of South Dakota in the near future and the maintenance of such instruction is made possible by the Federal vocational education law.

Home economics in the consolidated rural schools.—Consolidated rural schools need neither less home economics nor home economics of a quality different from that here recommended for the city or town school.

The instruction should be presented from a different point of view. The problems selected should be chosen because applicable to local rural conditions but the fundamental principles underlying home-making apply alike to city and rural homes.

An illustration in regard to the variation of the instruction in home economics could be illustrated by lessons upon vegetables. In the city questions of purchase and storage in small quantities would precede discussions as to use, while in the rural school questions of home production and storage in large quantities would be considered before questions of use.

Sanitary milk supplies, laws relating to marketing milk, etc., would be taught in towns; but in the country the production of sanitary milk, its care, handling, storage and use would be stressed.

In towns city water systems would be considered, with general water sources and supplies incidentally taught, while in rural communities the source of water for farm homes, the preservation of the purity of same, the storage of household water, and the introduction of water into the house would be especially emphasized.

In town the municipal methods of sewage and waste disposal would be discussed at length, with minor consideration for the household disposal of waste materials.

In the country, where each householder becomes responsible for the sanitary conditions surrounding his home, greater care in teaching sanitation would be necessary.

In the grades from the fifth to the ninth, inclusive, town and country children should receive the same number of hours of instruction, and one group should not have a better course than the other, but all should have their lessons correlated with their life experiences and especially adapted to their environment.

Home economics in the one-teacher rural school.—The girls of the one-teacher school merit as much and as good training in home-making as do their more fortunate friends who have the opportunity of attending a graded school. It is manifestly impossible for one teacher to teach all grades and all branches with the same emphasis and with the same efficiency as could eight teachers each in charge of but one grade. Hence home economics courses must be modified and adapted to meet the conditions of instruction existing in one-teacher schools.

There are three ways by which the subjects relating to home-making may be taught: (1) By the school teacher employed in the school; (2) by a special teacher shared by five or more schools; and (3) by certain women in the community. This last arrangement is known as the "Crete plan" because first effectively used at Crete, Nebr.

In certain sections of the United States there is a fourth possibility of the rural girl acquiring special information concerning household arts. Where there is a well-organized "farm bureau" with a special woman in charge of clubs for women and girls much good instruction can be given in sewing, cooking, and food preservation in connection with these clubs. At places the local teachers have been retained during the summer vacation period and employed as sub-agents in club work, thus continuing the relationship of teacher and child throughout the year.

When the school system of South Dakota is reorganized and all employed teachers are adequately prepared, it will be possible to require that every rural teacher have some home economics training. Until that time the best that can be secured for the rural child taught by the local teacher is conscientious teaching from a good textbook on home economics subjects.

As elsewhere stated home economics includes the study of sanitation, foods, clothing, and household management, as well as other subjects. The theoretical instruction in regard to sanitation and foods is needed equally by boys and girls in rural homes. Instruction in these two subjects should be given in alternate years to the pupils in the seventh and eighth grades, but sanitary practices should be insisted upon at all times. Each day will offer opportunities to stress the right use of foods.

Manual arts in the four lower grades leads naturally to sewing for the girls of the fifth and sixth grades and elementary agriculture for the boys of these grades. A little time spent daily upon these studies or a longer time on Friday afternoon makes steady progress possible.

Home work in these subjects may be required and graded, but must be tested by skill in tasks done at school before school credit can be given. Without the cooperation of the parents of the district it is almost impossible to attain completely satisfactory results from home economics instruction in the one-teacher school.

By dividing the time of a special teacher of home economics between several schools, most effective teaching of both agriculture and home economics is made possible. By this method the special teacher relieves the regular teacher of half of the pupils and enables her to give special instruction to the section remaining with her.

The "Crete" plan of teaching home economics depends for its success upon the cooperation, ability, and good will of the women of the district. Each woman in the school organization agrees to meet a group of the girls at certain times. The girls go to the homes for their instruction. The woman who is an expert bread maker teaches bread making; the expert milk and butter woman teaches that sub-

ject; the woman who is most successful with meats or soups or desserts agrees to instruct in her specialty; while those women who are experts in needlework give their services to the neighborhood girls at stated times.

When the county agents, working under the Smith-Lever Act, have time and facilities for the organization and systematic instruction of rural clubs, and when this club work can be progressively maintained for a series of years, much good instruction in certain phases of home economics can be given the rural girls.

The special teacher, the adoption of the Crete plan, and dependence upon club organizations all involve so many different factors that they are the exceptional rather than the usual methods of securing home economics in the one-room school. The means most often effective will be found to be the willing teacher supplied with a good textbook and making full use of the opportunities offered of connecting instruction in foods and sanitation with the daily service of a hot lunch.

The older girls will learn to assume responsibility in the management of the lunch and the procurement of supplies. The girls next in age will learn simple lessons in correct food preparation in cooking the articles needed. The younger girls will learn nice methods of dish washing, and orderly methods in doing the necessary after-lunch work, while all students, both boys and girls, will be taught cleanliness, orderliness, and good manners if the lunch is rightly managed.

A very few minutes given each day to lessons on the lunch will insure all this if the school authorities supply an abundance of good water. Little of value can be taught regarding sanitation in a dirty school house to unwashed and thirsty children.

Many arithmetics now base their lessons on practical problems relating to home life and various industries. Bookkeeping is made interesting by application to home and farm management problems. By correlating language lessons, geography, arithmetic, bookkeeping, and agriculture with the study of the problems of the home, all are made more interesting and of more permanent value. By these means home economics can contribute to the future efficiency and well being of the rural child educated in the one-room school as well as to the graded school children.

School lunches.—The administration of the school lunch is a legitimate part of the duties of the home economics teacher. As elsewhere discussed this lunch is a means of disposing of the food-class products.

During the more bitter cold weather a hot lunch at noon for the elementary children, with a shorter midday recess and an earlier dismissal, would be the most desirable in all town schools. In the early

fall and spring there would be little demand for a school lunch, except in high schools, one-teacher rural, and consolidated schools. In these latter the lunch is needed at all seasons of the year.

The noon lunch accomplishes but half of what is possible when it merely provides food. Personal cleanliness, order, good table manners, consideration for others, and intelligent choice of foods may all be taught through the school lunch. The cooperation of principal, room teacher, and home-economics teacher is necessary for the fullest success. The home-economics teacher must not be expected to give full time to class teaching and have the responsibility of the conduct of the lunch added to her labors.

Time allowance must be made for this extra work, and the teacher should be given opportunity to give at least one 20-minute lesson each week in each grade room on the subject of selection of foods, and the effect upon health of incorrect food habits. By these means the school lunch will become educative and can be related to other subjects of the school curriculum.

Home nursing.—Instruction in home nursing in either town, consolidated rural schools, or one-room rural schools is necessary and should be included in all curricula. This teaching is done best by a trained nurse, if such a person is employed by public authorities or local school boards. When the services of a trained nurse can not be secured the home-economics teacher or the classroom teacher should give this instruction, and also lessons in first aid for all students, both boys and girls.

Courses for boys.—All men and boys need a knowledge of the general facts concerning foods. They should know how to select suitable foods when buying at hotels or restaurants; the effect of incorrect or badly prepared foods upon the health of the consumer; and they also need to know much about the sanitary handling and transportation of foods.

The general information suggested can be given in connection with courses in hygiene. The courses in the technique of camp cookery should be offered as electives in the eighth grade and first high-school year, and special out-of-school classes in camp cookery should be provided.

Teachers of home economics in public schools.—Elsewhere in this report the training of teachers of home economics will be considered in detail, and the relation of normal schools, colleges, and the State university to the teachers of home economics will be fully discussed. No high-school teacher of home economics should be employed who has had less than full college or university training. She should have at least a bachelor's degree. If teachers are employed to teach home economics in the elementary grades only, this requisite training should be not less than the equivalent of two years of standard col-

lege or university courses. Teachers of home economics for schools of the open country should have in addition to the above-required preparation good courses in general agriculture, and should have actually lived upon a country homestead.

The pay of home-economics teachers should be the same as the pay of other teachers for whom a like amount of preparation is required.

Supervision of home economics.—South Dakota should have attached to her staff of officers connected with the State department of education a supervisor of home economics. This woman should be broadly educated and should have a wide experience in public-school work. If South Dakota can not at present afford to maintain such an officer at the State department of education, then some instructor in home economics at the State agricultural college should be appointed to discharge the duties of State supervisor of home economics, giving not less than one-half of her time to inspecting the work done and advising the teachers in their departmental organization.

This latter arrangement has the advantage of closely linking the college and the State teaching of home economics, and if properly administered will strengthen and broaden the work in both spheres.

Section 2.—HOME ECONOMICS IN THE STATE NORMAL SCHOOLS OF SOUTH DAKOTA.

PRESENT STATUS.

Introduction.—Home economics courses are now offered in all four State normal schools of South Dakota, but in none of these is this work required. Because of other studies which are required and because of the manner of scheduling these courses, only a small proportion of the normal students enroll in home economics. This condition is unfortunate.

Rural school-teachers need a knowledge of foods, clothing, and sanitation for their own well-being. They must choose their food intelligently that they may retain their health while in charge of the schools. They must dress comfortably, healthfully, and attractively while at work. They must select surroundings that are sanitary and safe. Without knowledge of these subjects their value as teachers is materially lessened and not infrequently effective school service is sacrificed because of ill health.

The normal-school graduates teach in rural and elementary schools, where all information possible concerning conditions which affect health is needed in order that the teachers may instruct their pupils and assist the mothers of the community in maintaining good physical conditions among the school children.

For these reasons and others discussed elsewhere in the report, it is regrettable that so few students at the normal schools are able to avail themselves of the excellent courses offered in home economics.

State Normal School at Madison.—At the Madison Normal School the department of home economics is in the basement of the practice-school building. The rooms are well lighted and large. There is an office, a large laboratory, dining room (also used as classroom), a sewing room, and storeroom. While the arrangement is not ideal, and all necessary courses in home economics can not be properly given without some additional space and equipment, the present conditions are good and with relatively small expenditure could be made satisfactory.

Home economics is required for all girls in the practice school from the fifth to the eighth grade, inclusive. It is an elective for all women students in the normal-school course and is now approved for all students in the tenth grade, but owing to the present schedule of classes it is difficult for the students to register in home economics. Only two double periods per week are now assigned to home economics for normal-school students. This is too small an allotment of the time for such an essential subject.

State Normal School at Spearfish.—The department of home economics is housed on the third floor of the main building, in rooms with low ceilings. The equipment is in good condition and is suitable for the use of the older students, but is not well adapted for children the size of those in the practice school, who now utilize these rooms for their cooking and sewing classes. Rooms and equipment should be provided elsewhere for these children, and the courses should be arranged to conform to the recommendations made for elementary and secondary school home economics. At present, cooking and sewing are required in alternate years in the training school, beginning with the fifth grade and continuing through the eighth. Cooking is given in the fifth and seventh grades and sewing in the sixth and eighth.

Students in the normal school are not required to study home economics, though they may elect courses 1 to 8, inclusive. If they so desire, they may elect a full four-year course. The number choosing this longer course is negligible, though the courses are well planned and well taught.

State Normal School at Springfield.—Home economics at the Springfield Normal School is taught under the worst conditions imaginable. The rooms assigned to the use of this department are in a cellar basement. The equipment is inadequate, and sanitary conditions are bad. The rooms are poorly lighted and ventilated. It is not strange that few students were registered for this work. The same teacher is employed in sewing, cooking, and drawing. She is

naturally unable to give to any of these subjects the amount of time and care necessary to satisfactory teaching.

The village school of Springfield is used as a practice school for the normal-school students, but as home economics receives so little attention at the normal school, its relation to the practice school is at present of no importance and is unrecognized.

Northern Normal and Industrial School at Aberdeen.—Home economics at the Aberdeen normal school is in high basement rooms, easy of access and adequately equipped for home economics as now administered. Although this is an "industrial" school, no home economics is required. Agriculture is required in many of the school's courses for both men and women, and the question naturally arises why the coordinate subject of home making has not been similarly considered.

The classes in home economics at the Aberdeen normal school are all small. Three times as many students could be accommodated in the rooms now in use if the courses were properly scheduled. Additional space should be granted for home economics classes and extra equipments supplied. This will be discussed in the following pages.

Recommendations for improving home-economics courses, teaching, and equipment in the four normal schools.—Home economics should be required of all women in attendance at the State normal schools. Students entering from eighth-grade elementary schools should be required to carry one full year of work in this subject during the ninth grade, or first year at the normal school. Students entering from higher grades should present credits for high-school work equivalent to the year's course in the normal schools or be required to carry a full course of home economics during their first year of attendance at the normal schools. As hereinbefore stated, these courses are valuable, first, because they equip the student for more healthful and efficient living; second, because they contribute to her preparation for her own ultimate occupation of home making; third, because as a teacher of rural or elementary schools she must be able to guide and direct her pupils to a knowledge of good, sanitary living conditions and the better management of household affairs.

This required course of a year in home economics should include the study of food, sanitation, clothing, and household management. Two hours daily should be scheduled for this. Textbooks should be used, so that there may be the minimum loss of time in note taking and copying. This course is not intended to be a preparation for teaching any phase of home economics. This point should be made plain to students and to patrons of the school. Up to and through the ninth year of school work home economics is a service subject and a legitimate part of every girl's course of study. It is part of her preparation for a healthful and efficient life.

The above recommendations are applicable to all normal schools in the State. The following recommendations apply only to each institution as specifically named:

Recommendations relating to Madison Normal School.—It is not the function of this institution to prepare teachers of home economics for either the elementary or high schools. The eastern part of South Dakota has the agricultural college, an institution which rightly assumes the authority for the preparation of high-school economics' teachers.

The Madison Normal School would render a fine service to the State if it would arrange a course of five double periods per week for all ninth-grade students, in the nature of a survey course, including lessons in foods, clothing, sanitation, and household administration.

This normal school should also require all its students above the ninth grade to take a course in school-lunch management, first-aid work, and simple home nursing. These subjects are especially needed by rural teachers and should be so scheduled that they may be completed before the end of the tenth school year. Courses in these subjects should also be offered in the summer sessions, so that experienced rural teachers may increase their efficiency by pursuing them.

The practice-school home economics should be made to conform to the recommendations made for the organization of the subject in the public school curriculum. The seventh and eighth grade classes should prepare most of the food now served for the noon lunches, and the tenth-grade students should do the marketing for, supervise preparation of, and direct the service of these noon lunches.

The department is otherwise in a good condition of organization and control. All new bulletin and periodical materials are made available for the use of the students, and a high standard for administration is maintained. To continue and increase this efficiency it is necessary that liberal appropriations be made for the support of home economics in the Madison Normal School.

Home economics in the Spearfish Normal School.—This normal school is the only teacher-training institution in the western half of South Dakota; hence it must serve the needs of most of the teachers of that section of the State. It is accordingly recommended that a course in first aid and home nursing be required in addition to the ninth-grade work suggested for all normal schools and the tenth-grade course in lunch preparation. The school should also be authorized to offer elective courses in home economics for the preparation of elementary and rural home economics teachers. These courses should be of not less than four years' duration.

The practice school should make provision for practice teaching in this subject, and equipment for the elementary pupils should be installed in or near the practice school. Provision for the service of

a hot lunch to the children should be made to give the normal-school pupils experience in this work.

Home economics in the Springfield Normal School.—The normal school at Springfield lies in a section of South Dakota well supplied with institutions that give teacher training in home economics; accordingly this department should be considered a "service" department in this normal school, and its courses should be planned for the general education of the students. No elective courses should be maintained; only one year of required home-economics study and one term of special work should be established. These courses are similar to those suggested for the Madison Normal School, discussed elsewhere in this section.

The home-economics department should be removed from its present quarters. It is suggested that for the next few years one of the large, well-lighted rooms of the science hall be placed at the service of the home-economics department, with the understanding that later special rooms be allotted to home economics in the proposed new wing of the main building. If it is found impossible to place the home-economics department in a room of the science building, it is suggested that a convenient dwelling house be rented by the board of regents and that the present equipment, together with needed additional equipment, be established in such rented house.

The existing close connection of art with home economics is most desirable, but at present the proper administration of these inter-related subjects is complicated by the inadequate teaching force. At least one additional teacher should be added to the department.

Home economics in the Aberdeen Normal School.—The course of study at this school is entirely elective and too closely follows that usual college course, planned and organized with no other purpose in view than to bring into the course, at some time, a sample of each type of home economics work. The home economics department at this school has three functions to perform:

1. To prepare young women for efficient living;
2. To prepare teachers of home economics for rural and elementary schools;
3. To provide vocational home economics courses for girls who have no near-by school upon which they can depend to provide this instruction.

The course in the ninth grade, recommended for all of the normal schools, will provide the training for the first. For the proper performance of the second and third functions, the school must establish carefully planned new courses.

The normal school authorities who formulated the normal school courses should bear in mind that a majority of the students in the

normal schools will return to rural communities. Home economics courses should be arranged and administered with special stress on the rural phases of the problems presented.

Food production, food storage, food values, and desirable food combinations should not be taught as subjects of minor importance in a course which stresses mere technique. The study of textile fibers, cloth production, the value of ready-made garments, the selection of suitable designs and colors, and the care of clothing are of more importance than the manual skill required for the fabrication and decoration of garments. Rural water supplies, rural disposal of household waste, small heating systems, home lighting plants, and the healthful control of home environment are more valuable to these students than extended lessons on municipal filtration plants and the abatement of city nuisances. Rural people must wait for a physician, and are subject to many accidents requiring first aid. Rural children should be free from infectious diseases because of the ease of isolation. Knowledge of the prevention of disease, first aid, and home nursing are necessary parts of all education for rural life. Hence in building an elective home economics course for the Aberdeen Normal School, these conditions should be kept in mind. The entire curriculum should be designed to prepare the student for satisfactory administration of the rural home.

The present equipment for teaching home economics will continue to be needed. It should be supplemented by a suit of rooms for practical household administration, or by a cottage for that purpose. If a model farmhouse is built on the campus of the normal school, the arrangement would be ideal if this were given as a practice home for the advanced classes of home economics students. Attached to this should be a garden, chicken house and yard, bee stands, and a barn to supplement class work with practical experience.

When a model consolidated rural school is built at this normal school, home economics should receive special attention. This would afford practice teaching for the home economics students and would give experience in management of noon-day lunches.

SUMMARY OF RECOMMENDATIONS.

1. All the normal schools should establish a required course of home economics to be taken during the first year of attendance at the normal school.

2. A special course in hot-lunch management, first aid, and elementary home nursing should be provided and made compulsory for all tenth grade or second year women students in all the normal schools.

2. The Madison and Springfield Normal Schools should not extend their courses beyond the two lines of work above recommended.

4. The Aberdeen and Spearfish Normal Schools should supplement the above-required courses by elective courses for elementary and rural teachers and for prospective home makers.

5. The salaries of home economics teachers should be increased in all the normal schools, and the home economics teaching corps should be enlarged.

6. The home economics department at Springfield should be removed from its present location, which is extremely objectionable, to better quarters.

7. The equipment and rooms at the other schools should be improved and enlarged.

8. Each practice school maintained at the State normal schools should be specially equipped with food and clothing laboratories and with provisions for practice in school lunch management.

Chapter XIV.

INSTRUCTION AND SUPERVISION IN OPEN COUNTRY AND VILLAGE SCHOOLS.

Section 1. INSTRUCTION.

Mode of procedure.—This discussion is based upon careful observation of 238 recitations in 83 rural and village schools visited. Usually, the survey committee was accompanied by the county superintendent. In two counties the Red Cross public health nurse was a third visitor in some of the rural schools inspected. The visitors took inconspicuous seats and there was no deviation from the regular program. In schools where there was to be a talk and inspection by the public health nurse the school program continued through two or more recitations before the nurse began her work. If the road conditions and distances made it possible the survey specialist then moved on to another school.

The physical condition of the room was given consideration. In one school the observations concerning the recitations were not recorded because the room was too cold for comfort. Parts of recitations were also eliminated. Only those lessons listened to under conditions as nearly normal as possible are included in this report.

The grade, subject matter, treatment of lesson by the teacher and the reaction of the pupils were observed. Very full notes were taken, the visitor recording almost verbatim all that was said or done on the part of both pupils and teacher throughout the recitation. For the time being no account was taken of the children at their seats unless they became a disturbing element to the recitation in question.

Physical conditions and equipment.—It is quite necessary to take into consideration the physical conditions under which these lessons were prepared, and something of the equipment with which the teacher and pupils worked. The results of these summarizations are given in the following tables:

TABLE 33.—*Physical conditions in open country and village schools visited.*
(Based upon observations in 48 rooms in the open country and 80 in the village.)

Items.	Open country.		Villages.	
	Number.	Per cent.	Number.	Per cent.
Clean walls	18	38	23	22
Well chosen and well framed pictures	16	33	35	40
Single seats	23	48	68	65
Some seats ill fitted to pupils	27	56	20	22
Unsatisfactory lighting	38	79	30	38
Heating and ventilating system or furnace	22	46	73	82

TABLE 34.—*Equipment in open country and village schools visited.*

(Based upon observations in 48 rooms in the open country and 89 in the village.)

Items.	Open country.		Villages.	
	Number.	Per cent.	Number.	Per cent.
Satisfactory maps.....	25	52	.....	.....
Satisfactory globes.....	17	35	.....	.....
Sufficient blackboards.....	28	58	64	72

A study of the above tables indicates that approximately one-third of the rooms in both town and country schools visited had clean walls and well-chosen and appropriately framed pictures. It was generally noted that the pictures were hung too high. Single seats were found in a little less than half of the rooms in the open country schools and in nearly two-thirds of those in the village schools. More than twice as many children were seated uncomfortably in the rural schools as in the village schools. Unsatisfactory lighting includes cross lighting, front lighting, insufficient lighting, and lack of shades. These bad lighting conditions were found in 79 per cent of the rural schools and in 38 per cent of the village schools. It is noted that heating and ventilating systems or furnaces were found in less than half of the rural schools visited. In rooms heated by stoves the floors were usually cold and the air vitiated.

Summarizing the results of these observations on physical conditions in the schools visited, it was found that on every item, except clean walls, rooms in the villages and towns ranked higher than those in the open-country schools. In this discussion on instruction consideration must be given to the fact that many recitations were listened to in unattractive rooms, that some children were seated uncomfortably and that rooms were common where lighting, heating and ventilating were unsatisfactory.

An examination of Table 34 indicates that over one-half of the rural schools studied had satisfactory maps and that there were satisfactory globes in a little more than one-third of the rooms. Exact data on this subject were not taken for all the rooms inspected in the villages. It was observed that there was a satisfactory set of maps and a globe in practically every town school, so that if there was an inadequate supply in individual rooms it was possible to borrow this equipment when the occasion demanded.

The blackboard space was either insufficient or in unfit condition in 42 per cent of the open country schools and in 28 per cent of the towns visited. Exact observations were not made relative to reference material in these schools. In general it may be said that the observers found a lack of reference books and illustrative material.

Length of recitations.—In the discussion of the course of study it has been stated that the number of daily recitations in open country schools (based upon reports from 479 teachers) was 26.65. The school law of South Dakota defines a school-day as five and one-half hours, exclusive of intermissions. This makes only 12 minutes as the average length of a recitation.

Actual time was kept of the length of the recitations in 62 classes observed in one-teacher schools. The results are grouped below:

Length of recitations

Classes.	4 to 6 minutes.	7 to 9 minutes.	10 to 12 minutes.	13 to 15 minutes.	16 minutes.
Number.....	15	14	28	4	1
Per cent.....	24.00	23.00	45.00	.064	.016

Median, 10.21 minutes.

It is not surprising that the recitations should be so short when the number of classes were more than 26. The above grouping shows that 92 per cent of all the recitations were 12 minutes or less; 24 per cent lasted only 4 minutes. The minimum length of time was 4 minutes and the maximum 16 minutes. The median was 10.21 minutes. Of the five recitations 4 minutes in length, four were in spelling and one in first-grade arithmetic. The 16-minute recitation was in reading. The three 15-minute recitations observed were in music, arithmetic, and reading.

Nearly one-half of the recitations, upon which this discussion on instruction is based, were in the open country schools. In judging the type of instruction consideration must be given to the fact that the median length of recitations for approximately one-half of the classes observed was but little over 10 minutes.

Lesson assignments.—The lesson assignments were, in all but a few instances, given very hurriedly at the close of the recitation. Careful notes were taken relative to the assignments of 83 recitations. Their character is indicated below:

TABLE 35.—*Lesson assignments.*

Items.	Number.	Per cent.
Page or lesson simply indicated.....	53	66
A few details mentioned.....	17	20
Assignment by pupils.....	4	5
Carefully prepared assignments.....	7	8
Total.....	81	100

These expressions of teachers, taken from the field notes, very clearly characterize the type of assignments in 55 or 66 per cent of these 83 recitations:

"Take to page 155." "Same lesson to-morrow"; "Typhoid fever next time"; "Blackie in the trap, next"; "Learn 'The Last Leaf'"; "Begin with Stonewall Jackson and finish the chapter"; "Spell the next list"; "Work all the problems in the next exercise."

The few details given in the 17 lessons consisted of indication of words from the reading text whose meaning was to be looked up in the dictionary; mention of the topics of the lesson; reading of the advance lesson by the teacher; and designation of drawings to accompany the lesson.

In four instances the children were making their own assignments. In three of the cases the reader had been completed and the members of the class were choosing their own selections for review. The visitor noted that considerable interest and rivalry were aroused in determining the selections for the next lesson. In the fourth instance the class resented the length of the teacher's assignment, with the result that the amount the pupils thought they could master was accepted by the teacher.

The lesson assignments were carefully prepared in only seven of the 83 assignments noted. In two of the seven lessons outlines upon the board were copied with instruction that the future lessons follow the routine. Careful instructions were given concerning two lists of sentences to be prepared, and the remaining three cases were arithmetic lessons given to supplement the topic in the textbook.

The significant thing in this study is that carefully planned lessons were observed in only 9 per cent of the 83 recitations. To know how to study is a fine art. Good instruction implies such direction on the part of the teacher, in the preparation of a lesson, as will teach the pupils how to weigh values, and see the lesson in the perspective of their own environment. All this is a part of the lesson assignment. Sometimes it is necessary to expand it to the length of a study lesson that will occupy the time of the entire class period.

Number and grade distribution of recitations observed.—This status of instruction in the rural and village schools of South Dakota is based upon observations of 283 recitations. Tables 36, 37, and 38, which follow, show the subjects in which the recitations were observed and their grade distributions for the open country schools, the village schools, and both open country schools and village schools, respectively.

TABLE 36.—*Recitations and their grade distribution observed in open country schools.*

Studies.	Grades.								Total.	Per cent.
	1	2	3	4	5	6	7	8		
Agriculture.....								1	1	0.008
Arithmetic.....	2	5	4	2	2	1		3	19	15.00
Civics.....								2	2	2.00
Geography.....			1			2		1	4	4.00
History.....					2	1	1	3	7	6.00
Language and grammar.....				1	3	3	1	3	11	9.00
Physiology.....			1	1	1	2		1	6	5.00
Spelling.....		2	1	2	1	1	1	3	11	9.00
Reading.....	16	8	13	7	3	3		2	52	46.00
Total.....	18	15	20	13	12	13	3	19	113	
Per cent.....	15.00	14.00	17.00	12.00	10.00	12.00	3.00	17.00		100.00

TABLE 37.—*Recitations and their grade distributions observed in small town schools.*

Studies.	Grades.								Total.	Per cent.
	1	2	3	4	5	6	7	8		
Agriculture.....								1	1	0.008
Arithmetic.....	2	2	3	3	1	2	1	4	18	15.00
Civics.....								4	4	3.00
Geography.....				4	4	6	1		15	12.00
History.....					1	3		4	8	6.00
Language and grammar.....		1	2	2			4	2	11	10.00
Physiology.....					2	2		6	10	7.00
Spelling.....		2	5		2	2	1	1	13	10.00
Reading.....	16	11	5	5	5	1		1	44	36.00
Total.....	18	16	15	14	15	16	7	23	124	
Per cent.....	14.00	13.00	12.00	11.00	12.00	13.00	6.00	19.00		100.00

TABLE 38.—*Recitations and their grade distribution observed in open country and small town schools.*

Studies.	Grades.								Total.	Per cent.
	1	2	3	4	5	6	7	8		
Agriculture.....								2	2	0.008
Arithmetic.....	4	7	7	5	3	3	1	7	37	16.00
Civics.....								6	6	3.00
Geography.....			1	4	4	8	1	1	10	8.00
History.....					3	4	1	7	15	6.00
Language and grammar.....		1	2	3	3	3	5	5	22	9.00
Physiology.....			1	1	3	4		7	16	7.00
Spelling.....		4	6	2	3	3	2	4	24	10.00
Reading.....	32	19	18	12	8	4		3	96	40.00
Total.....	36	31	35	27	27	29	10	42	238	
Per cent.....	15.00	13.00	14.00	11.00	11.00	12.00	4.00	20.00		100.00

It will be noted by an examination of Tables 36 and 37 that the number of recitations observed were quite evenly divided between open country and village—113 for the former and 124 for the latter.

A study of the tables shows that more recitations for both open-country and village schools were observed in reading than in any other subject. This is explained by the fact that in the early primary grades reading is practically the only subject pursued. Arithmetic classes were second in rank for both the country and town. This is easily explained by the large time allotment to arithmetic in the course of study. The distribution was quite evenly divided among all other subjects listened to with the exception of agriculture.

A further examination of the accompanying tables shows the recitations observed were quite evenly scattered through all of the elementary grades. A few more recitations were observed in the eighth grade for both town and country. The first grade was second in rank. In the rural schools and in the rooms in small towns where several grades were handled it was customary to combine grades. Where this condition was found the observers recorded the recitation as belonging to the highest grade represented. The plan of alternation of grades outlined in the course of study indicates that the eighth-grade work is given in the year 1917-18. This explains the small percentage of classes observed in the seventh grade.

Lessons in domestic science, music, and penmanship are not included in this tabulation for the reason that they could not be recorded as belonging to any one grade. Instruction in these subjects is discussed under the respective heads.

Summarizing the above it may be said that the number of recitations observed was about equal for both the open-country and town schools, that more classes were observed in reading and arithmetic than in any other subjects, and that the distribution for the grades was about equal.

Plan of treatment.—The 238 recitations observed are discussed under the individual subjects. They follow the order given in Tables 36 and 37, with the alphabetical insertion of subjects that concerned the school as a whole. The high-school subjects are dealt with separately.

Agriculture.—There is something significant in the fact that, in a State where the primary occupation is farming, out of a total of 238 recitations there should chance to be only two recitations in agriculture. One of these was listened to in the mining section of the Black Hills. The lesson was merely the reading of an elementary text in agriculture. The teacher explained that she was using it as a supplementary reader. There was one pupil in the class, a girl, who read the text fluently. The lesson was on "Selecting seed corn" and "Weeds." The teacher asked a few questions on each section. The questions were such as stimulated thought on the part of the young girl, and her answers were, in turn, unusually intelligent. When

asked if she had learned anything about corn that would apply to her garden she quickly replied, "Nothing; because you can't raise corn here."

This eighth-grade girl did not need to be reading this agriculture text as a supplementary reader. She read fluently and should not have wasted the class time in the mechanics of reading. What was given in the text on "Selecting seed corn" could well have been supplemented by laboratory tests in germination. This lesson was given at a time when the newspapers were full of the alarming conditions arising over a scarcity of seed corn, yet not a word was said of existing conditions.

In the second instance, topics in agriculture formed subjects for composition once a week in the seventh grade grammar. On the day of this observation the subject was "Hogs." Each pupil had selected some one type as a subject. Information had been gleaned from reference books at school and farm newspapers at home. Each pupil had illustrated his composition with a picture of the particular type of hog in question. These pictures were taken from farm papers. At the beginning of the hour the papers were passed about the class and comments were made on their general appearance. Such comments as these were heard: "Good agricultural picture," "Picture not pasted on neatly," "Picture not cut out well," "Paragraphs not indented," "'Jersey' misspelled." A pupil was then sent to the board to write the list of lard and bacon types of hogs. These lists were given by the children, and any misspellings were corrected by them. After the various types were placed upon the board the teacher called upon individual pupils to read their compositions. The following were read: "Poland China," "Duroc Jersey," "Tamworth." At the close of each reading the pupils discussed the features given or brought out points not mentioned. The children kept their papers and handed them in to the teacher after they had made their own corrections.

The most pleasing thing about this lesson was the initiative exhibited by the pupils. All the time the teacher stood in the background. She had directed them how to use information gathered from various sources.

Arithmetic.—Of the 37 arithmetic lessons observed, 25 were drill lessons. These are classified as follows:

Unprepared for subject matter.....	13
Unnecessary subject matter.....	3
Reviews.....	5
Interest keen and varied.....	4
Total	25

The children were unprepared for the subject matter in 13 of these drill lessons either because the work attempted was beyond their comprehension or because subject matter, dependent upon that upon which they were concerned, had not been mastered. An example of the former was a class of second-grade children attempting examples in multiplication involving a multiplicand extending into the thousands, and a multiplier of two figures. Examples of the latter were found in the primary and intermediate grades, where children were presumably working for skill in the fundamental operations and were handicapped because the 45 combinations and the multiplication tables had not been mastered.

The unnecessary subject matter noted was tedious drills upon Roman numerals. The children were writing these numerals to heights seldom used in daily life. Again, they were changing long lists to their Arabic equivalents, and vice versa. The acquirement of all the information needed upon Roman numerals, by children in primary grades, should be an incidental rather than a fundamental feature of instruction.

There seemed to be no aim or purpose in the five review lessons. The time was consumed in counting or giving a few problems covering each of the fundamental operations. Much that was asked for was that in which the pupils were already proficient.

That the interest was keen and sufficiently varied could be said of only four of the drill lessons. In one instance the class was divided into two teams, the goal being the least possible time that a set of multiplication problems on a chart could be solved. In another case a drill on number combinations was kept alive by means of a guessing game; in a primary class the boys and girls were opponents in a relay counting exercise; and a class in decimals were expressing the decimal read in two ways.

In 11 of the lessons the pupils were solving problems involving principles already learned. In all but two instances these problems were taken from the textbook. The two exceptions were problems dictated by the teacher. Three classes solving problems in denominate numbers were accompanying the solutions with representative drawings. One class was discussing whether the matting for a room would cost less to be laid crosswise than lengthwise. In this instance a chance was lost to discuss the artistic effect in laying the matting. In another instance a distance problem that troubled all the class was reasoned out by means of a drawing made by the teacher from suggestions by pupils. In the remaining six lessons the only aim seemed to be the answer in the book.

Only one class was observed where a new subject was introduced. The subject was plastering, painting, and kalsomining. This lesson

opened with a discussion of the rules of business regarding the elimination of doors and windows. The dimensions of the room, in which the pupils were seated, were estimated and the process determined by the class. The problem was then solved by the class.

Instances were common of lack of attention during the recitations. There was seldom blackboard room to accommodate all of the class. Sometimes those at the seats were instructed to do their work on paper. Even when this was done it was difficult to keep them all at work. More often those at the seats were not assigned any tasks while the group at the board were working. All this waste of the recitation time could have been avoided by making definite requirements for those working at the seats.

Since nearly 70 per cent of all the arithmetic lessons were drill lessons, there was not the opportunity afforded to note how much the arithmetic lessons would function in real life. The matting problem and the kalsomining problem did touch the personal experiences of the children; but there were not enough lessons where the application of a principle was involved to draw a conclusion from the teaching observed. This information had to be gleaned by conversation with the teachers and a study of the course of study. It would seem from these sources there was a noticeable lack of appeal to application of arithmetic to the environment of the child. The glaring defect in the instruction was a lack of mastery of the machinery necessary to calculation. This defect came in the primary grades.

Civics.—Five of the six lessons observed were oral and one was written. Two of the five oral lessons were upon departments of the Government, one upon juries, one on the powers of Congress, and one on the plan of nominating President and Vice President. The subject of the written lesson was the duties of the Secretary of State. In every case the textbook was the sole source of subject matter. In one instance the pupils reinforced the lesson topics by current events. This, apparently, had not been assigned, but it just happened that certain current topics had a bearing upon the subject matter under discussion. In four instances it was difficult to get answers from the pupils on the lesson in hand. In one class of 16 only three pupils took part in the discussion. This was about the ratio of answers from the other lessons observed. In two, of these four lessons, the class was not held wholly to the topic assigned. Questions were asked which wandered far from the subject matter in hand. It may be said that the interest of the children was aroused in these foreign topics. This was because the information was within the range of their comprehension.

To the observer it was clear that no advance plans were made by the teacher for these lessons. There was not the slightest evidence of assignment of outside reading matter, of outlines to be developed by

the pupils, or deductions of abstract principles of government from concrete examples. It has been inferred in the discussion of the syllabus, relative to civics, that the danger in following such an outline is that the subject may be treated so abstractly as to be beyond the pupils' comprehension. This defect was clearly demonstrated in the lessons observed.

Geography.—Nineteen lessons were observed. In only one instance was the subject matter handled in such a way that the pupils used their initiative and drew their own conclusions relative to geographical phenomena. In this case the children developed their own definitions of surface features from models they had reproduced in the sand table. In 11 lessons the sole requirement was to be able to reproduce the textbook assignments. In two of these cases a portion of the class time was taken in reading the lesson text. In only three of these 11 recitations did all the children seem interested and able to clearly comprehend the descriptive matter of the text. These exceptions were due to the fact that the teachers in charge were able to state their questions in such a way as to connect the subject matter with knowledge already in possession of the pupil, thus making it possible for the lesson to be intelligently digested.

There were only two instances observed where the subject matter was gained from sources other than the textbook. One was the sand-table lesson, and the other was a story about Turkey read by the teacher from a book of travelogues. The visitor had not listened to the previous lessons where Turkey was discussed, but was present when the story was read and found the children much interested in listening to the reading.

Two lessons were review lessons. In one the questions had been assigned from a list of review questions on geography that was in the hands of the teacher. The other lesson was an aimless review; the questions had not been assigned, and there was no order or sequence in the questions asked.

In two recitations the teacher did not hold to the lesson topic assigned, but wandered into fields far distant from the question in hand. One example was where the lesson assignment was the New England States. The only questions asked on the assignment were the position, boundaries, and names of the New England States. Then the lesson switched to the boundaries of the United States, and before the class hour was ended the discussion had touched Ben Franklin and his lightning rod, the cotton plant, and wool production.

In the table on equipment, given in the early part of this discussion on instruction, it is noted that there were satisfactory maps in 52 per cent and satisfactory globes in 37 per cent of the rural schools visited. In the geography lessons observed, the visitor noted in-

stances where maps and globes were at hand and not used, and where their introduction would have greatly elucidated the topic under discussion. An example was a recitation where the following question was asked: "What part of the United States has the same longitude as Ecuador?" A series of guesses were made and the question left with a wrong answer, yet just above the teacher's desk was a new suspended globe. There was only one recitation where maps were used intelligently. In this a question arose concerning the area of Germany. With the aid of maps, the areas given in the index, and the scale of miles, the pupils determined that it was about equal to that of Texas.

Summarizing the results it was found that a reproduction, on the part of the pupils, of the descriptive part of the text was the way in which geography was taught. There was almost a total lack of appeal to reference books and illustrative material. Maps and globes were not used to their capacity. The tendency was to wander from the topic in hand.

History.—Fifteen recitations were observed. These were all from grades five to eight, inclusive, and were concerned with narrative history. In two lessons the subject matter was approached through an outline submitted by the teacher. While there was no source of subject matter in these two lessons other than the textbook, the children were being trained to intelligently organize the material in the textbook. The remaining 13 lessons were formal, stilted repetitions of what the textbook said. In two instances the children read the lessons, and a few feeble questions were asked by the teacher after each child had read. In two lessons the pupils were not able to answer the questions submitted, and the time was occupied by the teacher in reading the lesson from the text. Only on three occasions was there anything to relieve this monotony. One was when the teacher asked for a comparison between Revolutionary War taxes and the war taxes of the present time, and the other was a supplementary report submitted by a pupil. Once a map was introduced to further clinch the question under discussion.

The same tendency to aimless reviewing was noted here as in the other subjects. Usually the first two or three questions were concerned with a review of the previous lesson, then the questions wandered far away from the topics in hand.

Only 2 of the 15 lessons observed were carefully planned in advance. Outside of these lessons the history teaching consisted of a perfunctory repetition of the material found in the textbook. There was a noticeable lack of reference to material outside of the textbook.

Home economics.—The observers found in their inspection of 82 rural and village schools 8 instances where hot lunches were being

served. Four of these were in villages and four in the open country schools. One of the village teachers had three months' preparation in domestic science and taught six daily recitations. Two of the rural teachers had some training in the subject. In only two cases were there separate rooms where the lunches could be prepared, and these rooms were used for other recitations. In the other instance the cooking was done in a cloakroom or the assembly room. In only one place was there running water available. In three schools the water had to be carried by the pupils from a near-by well; in the remainder of the schools the children brought their drinking water from home in bottles or jugs. In such schools melted snow was all the water available for cleaning purposes.

The course of study suggests that special emphasis should be placed upon sanitation. In only three instances where hot lunches were served was there an atmosphere of cleanliness and orderliness. The visitors were present on three occasions where lunches were served, and in none of these instances did the pupils wash their hands either before or after the lunch.

There were 3 schools out of the 82 visited where sewing formed a regular feature of the program. In these schools there was no instruction in cooking. Two were in villages and one in the open country. In one, a consolidated school, the sewing teacher had just been added. The sewing class comprised two sections made up from girls in grades 3 to 10, inclusive. One-half day per week was allotted to the work. The teacher was a graduate of Stout Institute. In the other school 75 minutes per day was given to sewing for girls in the high school only. The visitor was present at this class and had the opportunity to inspect the program for the year. The sewing course was confined to fancy lingerie. This teacher's preparation consisted of a few weeks in a summer school. Quite a large number of the schools in both the country and village were making a beginning in sewing and knitting under the supervision of the Junior Red Cross.

The significant thing in the observation in home economics in these 82 schools inspected was that only 11 schools, or 14 per cent, were giving any instructions whatever in the subject. Answers, on provisions for hot lunches, from 500 teachers scattered throughout the State, indicate that only 79, or 16 per cent, had any provision for serving lunches. Replies from 500 teachers in rural schools scattered throughout the State indicated 185, or 37 per cent, of the teachers giving some instruction in either cooking or sewing or both. This percentage is considerably higher than that noted by the observer. It is highly probable that this difference is due to the fact that Junior Red Cross activities were counted as regular instruction in sewing.

Summarizing the results of observations and replies of teachers it may be said that instruction in home economics in the rural and village schools of South Dakota was limited. It was obvious that there were not the proper facilities for housing such courses, that the difficulty of obtaining water, the crowded curricula and the untrained teachers made the solution of the problem complex.

Language and grammar.—Twenty-two lessons were observed in language and grammar. Thirteen of these were in formal grammar and distributed among the grades as follows: Eighth, 6; seventh, 4; and sixth, 3. Six of the language lessons dealt with the mechanics of English and three were concerned with written composition. In 14 of the lessons in formal grammar and the mechanics of English the textbook was the source of the subject matter. The other five lessons were selected by the teacher to supplement the work of the text or the outline submitted by the course of study. One of the composition lessons was based upon a picture study, a second was the reproduction of a scene from Robin Hood, and the third was on fires, the themes being suggested by the lessons outlined in the fire prevention pamphlet issued by the State fire marshal.

The tendency to review was noticeably common. One entire period was spent in an aimless review of the parts of speech, another teacher started a review on the parts of speech and then switched it to the properties of verbs. It was not unusual to use a few minutes at the close of the lesson in review. These reviews were not built about the lesson assigned and were evidently used to fill in the gap of a lesson that was finished too soon. They were clearly an evidence of the lack of a carefully planned lesson.

There were two instances where a subject, new to the class, was introduced. In one case the children approached the new subject matter by being given 25 minutes to study their definitions. In the other instance the mode of procedure was thus: The teacher read a list of masculine nouns and the children were asked to write the opposite gender upon the board. As they proceeded discussion was free about how these words were differentiated. Later the children formed their own definitions for indicating the gender of nouns.

The course of study explicitly states that the seventh and eighth grades are the place for formal grammar, yet out of 22 lessons observed there were three instances of formal grammar in the sixth grade. From observation of the recitations in language and grammar and from conversation with teachers concerning the subject it was apparent that below the sixth grade far more attention was given to the mechanics of language than to story telling, dramatization and oral and written composition. It was very evident that these lessons in language and grammar were not carefully planned.

Manual training.—There was equipment for manual training in five of the schools visited. Four of these schools were in villages and one in the country. Replies from 500 rural teachers, representative of the State, indicated that 67 schools, or 13 per cent, were provided with equipment for instruction in manual training. Difficulty in housing the course, crowded curricula and teachers with but little training in the subject and numerous other branches to teach offered the same complex situation as that found in home economics.

Music.—Of 56 open-country schools visited, 30 had a piano or an organ and five had victrolas. What music there was in these schools consisted mainly of singing, as a feature work of the general exercises. Three teachers were found giving the technique of music; two of these were in the open country and the other in a village school. There were two instances where children were singing nursery rhymes and dancing folk dances to the victrola. In 26 villages there was, at least, one musical instrument for every building. In most cases there were from two to five instruments in the building. Seven musical machines were noted in these 26 village schools observed. The character of the records was inspected in seven schools. These selections could be classed under the following heads: Popular and patriotic airs, a few selections from the classics, regimental band pieces, and nursery tales and folk songs.

Instruction in music is required by law in the State of South Dakota. However, teachers in the open country schools are not refused a certificate for inability to sing or give instruction in music.

Penmanship.—In nine weeks of visitation the survey committee observed only seven lessons in penmanship. In most schools on only two days per week were lessons given. In the one-teacher school time for penmanship was easily pushed off the already crowded program. Four of the seven lessons observed were in the small towns. The system used was that which the county adopted. In each county visited it was found to be one of the recognized arm movement systems. Only one teacher was observed who had any appreciable training in the subject.

Physiology and hygiene.—Sixteen lessons were observed in the subject. Eight dealt with physiology and eight with hygiene. These lessons were distributed from grades three to eight. In every instance the sole requirement of the lesson was to be able to reproduce the subject matter of the text. The same feeble responses were noted here as in history and geography. There was only one instance where the questions of the teacher were at all skillful. There was not a single lesson where the subject matter of the text was reinforced by outside readings or by experimental illustrations. There was, however, posted upon the wall of most schools visited a vivid set of health rules, issued by the State department of public instruction

and indorsed by the South Dakota State Medical Association. These served as silent supplements to the textbooks.

A member of the survey committee had an excellent opportunity to study the work of the Red Cross nurses in two counties. She was present on several occasions when talks and inspections were made by the public health nurses in the schools, and once when a public health talk was a feature of a community meeting. The enthusiasm of both children and community over the coming visit of the nurses were very noticeable. The children had sold the seals, and the coming of a nurse to the schoolhouse was both a vital and novel factor. The frequent calls for the public health nurse made by homes where there were real or suspected cases of illness were evidence of the welcome extended to her by the community.

In each of the counties referred to above, health creeds were presented to each child. Cards showing the status of the child's physical condition, as scored by the examination of the nurses, were given the children to be carried to the parents.

In general it may be said that instruction in physiology and hygiene by the teachers was bookish and remote. The campaign carried on by the Red Cross seal commission was the only avenue afforded to supplement and vitalize the information of the textbooks.

Reading.—Table 38 indicates that of the 96 recitations observed in reading, 69, or 72 per cent, were in the first three grades. It has already been mentioned in the discussion on the course of study that in these grades the process should be concerned with the mechanics of reading. In treating the observation of these reading lessons the discussion deals with the first three grades, apart from the other grades, as marking the line where the process of learning to read changes to that of reading to learn as the syllabus states it.

The 32 lessons observed in the first grade represented every stage of progress. There were in some rural schools pupils who had been in school but a few weeks, or who had missed so much time that their progress marked but a few weeks. It was not uncommon to find two or three divisions in the first grade. Some pupils were still reading from the blackboard, and others had completed their second or third primer. Of the 32 recitations observed in this grade, 20 were mere exercises in word calling. Snatches, like the following, from the field notes very clearly picture this type of lessons: "Pupils drawl." "Teacher looks over child's shoulder and tells him words he does not know." "Words, not sentences, the unit of thought." The treatment of eight of these first-grade lessons could be called good. The features that characterized them as such were: New words sounded and pronounced by children; pictures talked about; sentences or entire lessons read silently; and finally, the sen-

tance or lesson read aloud. The subject matter of four lessons was entirely concerned with phonics.

The process of word calling continued in the second and third grades as in the first. The children read a paragraph, or until the teacher called a halt. If the child did not know a word either the teacher or a pupil told him. After the paragraph or lesson was read it was usual to ask a few questions concerning the subject matter. There were only three instances where these questions were well organized. In one case the teacher read her questions from notes, which was evidence that she had made some preparation of the questions in advance.

The reproduction of the subject matter was very often choppy. The substance of single paragraphs was retold instead of the story as a whole. Frequently the teacher asked a few questions, at the beginning of the lesson, about the story read on the previous day.

In nearly every reading lesson observed in these lower grades the difficult words of the lesson were spelled in the beginning. Little was said about the place of these words in the context. Drill in phonics was observed in only two cases above the first grade.

There were only four instances of dramatization in all these 72 lessons in the first three grades, although the syllabus on reading has especially emphasized dramatization. In the four instances cited the selection of the characters, the stage setting, and the type of acting were determined by the teacher rather than worked out by the pupils. There were three occasions when conversational lessons were killed by being resolved into mere exercises in calling words.

Since reading occupies so much of the time allotment in the first grade, and since the seat work of this grade must be planned by the teacher, a careful study was made of the kind of seat work these children were assigned at the close of the lessons. In only 11 of the 32 recitations were the children assigned any work whatever. Of this group the variety of work was as follows: Writing words or sentences, 6; sentence building, 1; drawing pictures, 2; clay modeling, 1; paper folding, 1.

The words and sentences to be written were from the lesson already read. There was no time to supervise this writing, and as a result it was imperfectly and hurriedly done. Requiring pupils to write a lesson is the easiest way of providing employment for little children. In one instance, the picture to be drawn was from the book and was associated with the lesson. In another, it was foreign to the lesson and the model was imperfect. In the clay-modeling exercise the children were told to model a bird. Inspection of the work by the visitor showed that they had worked out about everything else but a bird. All this indicated that there was a general neg-

lect of seat work in the primary grades and what was assigned was of small educational value to the children.

From what has been said of the character of instruction in reading, in the first three grades, it was evident that the mechanics of reading had not been mastered, and it could hardly be expected that any marked difference would be observed in the instruction in the upper grades. In 25 of the 27 lessons in these upper grades the process was similar to that noted in the lower grades. The children merely read the lesson, a paragraph in turn. The words that they could not pronounce were named either by the teacher or by volunteer pupils of the class. In two lessons a list of words had been assigned in advance. The questions on interpretation of the text asked by the teachers were not planned and well organized. In fact, very few questions were asked concerning the context. It was clear that the teachers realized that the reading was poor, for such admonitions as these were frequently heard: "Now read with expression"; "I'll read it, then you read it."

The two exceptions to these perfunctory exercises in word calling are given. One was a fourth-grade study lesson on "Old Pipes and the Dryad." The story was new to the children. They were told to read to themselves. When they came to a word they did not understand, they discovered the pronunciation for themselves in the list of words at the close of the lesson. The pronunciation and meaning were then discussed. In this exercise no stated number of pages was set for study. The pupils were reading at their own pace. The whole affair was an individual, rather than a class exercise, the teacher passing about the desks giving help where it was asked. Comments upon situations that rose were frequent. Some one suggested that the story was something like the "Pied Piper." This pupil was asked to retell the story about the "Pied Piper." The recitation time ended before the children had finished reading the story. The pleasing thing about the recitation was the interest of the children, the fact that they were reading the story as a whole, and that the mechanics of reading were subordinated to thought getting.

The other exception was a descriptive lesson on "Quails." There was an introductory talk about these birds, and mention of the South Dakota game laws concerning their preservation. The points of the lesson in the book were then discussed. The children were later asked to read a portion of the lesson before being asked to stand before the class and read aloud. This exercise differed from the other in that the lesson had been read in advance and that oral reading was made a feature of the exercise. "Old Pipes and the Dryad" was a longer selection and its reading was not finished in one lesson. Whether there would have been time given to oral reading can be

only a conjecture. It may be said, however, that in both these exercises the children were reading to learn.

Exclusive of the nursery rhymes in the first grade, 14 of these recitations were poems. With the single exception of "Hiawatha," these poems were short enough to be treated in a single lesson. There was not an instance where the appreciation of the children was aroused either through personal experiences or through stories or through pictures for the subject matter of the poem. The nearest approach was when a pupil read from the text a paragraph explanatory to the "Skylark." A class reading the "Lesson of the Water Mill" had never seen a mill. A picture would have done much to bring this poem into the children's consciousness. "The Village Blacksmith" was read in a singsong manner. A class confessed they did not like the "Lady of Shalott" because they did not understand it. In the poems observed, the visitor found practically no difference in their treatment from that of the prose selections.

Summarizing the instruction in reading it may be said that in more than two-thirds of the lessons observed in the first three grades the mechanics of reading were not efficiently taught. Full use was not made of the material offered for dramatic and conversational lessons. Phonics were generally neglected. Questions asked by the teachers on the context were few and not well organized. Only limited attention was paid to the excellent suggestion in the course of study relative to the need of making good silent readers. Above the third grade only two lessons out of 27 were efficiently handled. In the poems taught nothing was done in advance to arouse the appreciation of the pupils in the subject matter. These poems were read in the same perfunctory manner as were the poorest prose selections.

Spelling.—Twenty-four recitations were observed in spelling. Table 38 shows them to be scattered through grades two and eight, inclusive. Eight were oral recitations and 16 written. With one exception, the oral spelling was a feature of the primary grades. In 14 written lessons the words were written by the pupils in response to the teacher's dictation. In one lesson all the words were used in sentences; and in another only such as the teacher thought difficult were required to be put into sentences. In all but one instance the pupils exchanged papers and made their own corrections. In the other case the teacher herself made the corrections. The observer noted that a very high percentage of children spelled all the words correctly. The children were more often found studying spelling than any other subject and seemed to enjoy the spelling exercises. This is due to the fact that the learning of a list of spelling words is a much more tangible thing than the reproduction of a narrative in history or geography. Again, the spirit of rivalry aroused in spelling tends to arouse interest.

The words were taken from spelling books in 14 of the 24 lessons. In the remainder they were selected from other lessons. In these lists were included words already familiar and some for which there was no need of learning the spelling. There were two instances where spelling books were in the hands of second and third grade pupils. On numerous occasions the visitor tested the pupils on the meaning of the words taken from spelling books and found that while the words could be spelled they could not be functioned in sentences. One example was a list of words ending in "ary," such as "reactionary," "elementary," etc. Another was a list of words pertaining to railroading—most of which were foreign to the class. One boy, who had some experience in railroading, knew the meaning of all the words.

Summarizing the results of the spelling lessons, it may be said that in two-thirds of the recitations observed children were spelling many words which they were not able to use either in conversation or in writing. In the 87 schools visited no evidence was found of individual spelling lists and the elimination of words with which the children were already familiar. These two features are especially emphasized in the course of study.

Instruction in high schools.—Before discussing the status of instruction observed in the high schools of villages and small towns of South Dakota, it is quite necessary that there be a few statements concerning the regulation for teaching high-school subjects and the gradation of the high schools recognized by the State department of education.

The school law of South Dakota gives the voters of any school district power at their annual meeting to order the teaching of high-school subjects. No instances were recorded where such subjects were taught in the one-teacher schools visited. However, this condition exists. Replies to this question from 500 teachers, in one-teacher schools, scattered throughout the State, indicated that 25 teachers, or 5 per cent, are teaching high-school subjects.

Classes were observed in 17 high schools in the villages and small towns of the State. Fifteen of these schools were listed in the directory of secondary schools for 1917-18, issued by the State department. Their rating was as follows:

TABLE 39.—Accredited schools.

	Accred- ited.	Nonac- credited.		Accred- ited.	Nonac- credited.
Four-year high schools.....	7	4	One-year high schools.....	1	.....
Three-year high schools.....	2	.....	Total.....	10	5
Two-year high schools.....	.....	1			

The reason one school was not listed was probably due to the fact that it failed to make a report, for its equipment and teaching force were such as should have placed it in the four-year accredited group. In the other school one teacher was attempting to do four years of high-school work. Of course this school could not expect any accrediting. The numbers of teachers in the four-year accredited schools were three and four; in the nonaccredited schools, two and three. This necessarily meant that the high-school teachers in these small-town schools were burdened with preparations in four or five subjects, and were required to teach subjects other than those in which they had made special preparation.

Twenty-three recitations were observed in the high schools of these small towns. In order that the teaching might be representative of normal conditions, the same precautions were taken in observing high-school classes as those already mentioned for the grades. The distribution of subject matter was as follows: English, 8; foreign language, 2; science, 3; history and civics, 6; and mathematics, 4. These recitations were fairly representative of all the four high-school grades.

In three of the English recitations very efficient work was done by the pupils in interpreting masterpieces; in another character effects were skillfully handled; two lessons were practically recited by the teacher; and two drill lessons concerning principles in rhetoric were dull, listless, and not understood by the pupils.

The foreign-language lessons were exercises in translations. In both careful attention was given to construction. One science lesson was taught with the aid of laboratory experiments. The others were merely repetition of the facts in the textbook.

In one recitation in history each pupil wrote upon the blackboard an outline of a topic assigned from the lesson. These outlines were then discussed by the entire class. The remaining recitations in history and civics were reproductions of the text. It was difficult to get responses from the pupils. The tendency was for the teacher to do most of the retelling.

Two mathematics classes furnished excellent drill exercises. In a third lesson problems that the majority of the class had failed in were solved by the few pupils fortunate enough to master them. In a fourth lesson the subject matter could not be comprehended by the pupils because preceding principles were not mastered.

Relative to high-school instruction, it may be said that more than 50 per cent of these high-school subjects were handled effectively. The most glaring fault was the failure to stimulate research on the part of the pupils in the preparation of the lessons.

Final summary.—The observations on physical conditions are based upon visits to 89 rooms in the village schools and 48 in the

open-country schools. In the sum total of items these conditions scored higher in the former. In 79 per cent of the open-country schools the lighting was unsatisfactory. There were satisfactory maps in 52 per cent of the open-country schools; and globes in 35 per cent. There were approximately a set of maps and a globe for every school in the small towns. Maps and charts were not used to their capacity. In both types of schools there was a general lack of supplementary readers and illustrative material.

The medium length of time for 62 recitations in the open-country schools was 10.21 minutes. Definite and carefully prepared lesson assignments were noted in 9 per cent of 86 lessons.

The total number of recitations observed in the elementary grades was 286. Only two were in agriculture. Seventy per cent of the arithmetic lessons were drill lessons. There was evidence of a general lack of mastery in the mechanics of calculation. The 56 lessons observed in civics, geography, history, and physiology and hygiene were, with four exceptions, poor attempts at a reproduction of the facts of the lesson assignments of the text. The language teaching was concerned more with the mechanics of language than with oral and written composition. With but few exceptions, technical grammar was confined to the seventh and eighth grades. Very little was attempted in the instruction of the technique of music. Of several lessons observed in penmanship only one teacher had special preparation. Ninety-six lessons were observed in reading. Sixty-nine were in the first three grades. In two-thirds of these recitations the mechanics of reading was not well mastered. Phonics was generally neglected. Of the twenty-seven reading lessons observed above the third grade, only two were taught effectively. The spelling lessons were especially enjoyed by the pupils, although they could not function many words in sentences. The great defect in high-school teaching was the failure to stimulate research on the part of the pupils.

The following characteristics were common to all the teaching observed: Slavish adherence to the textbooks, tendency to wander from the topic under discussion, aimless reviews, and a lack of carefully planned lessons.

In observing the teaching process in the rural and village schools of South Dakota the following question was constantly kept in mind: To what extent was the course of study used as guide? Throughout the discussion in this chapter some specific comparisons have been made between the requirements of the course of study and the kind of teaching seen. These comparisons are herewith collected and explanations made in order that intelligent answers may be made to the above question.

The suggestions on alternation of subject matter in the seventh and eighth grades were very generally followed. The lack of mastery of fundamentals in arithmetic indicated that the outline in the syllabus was not followed. The outline for reading suggests that the mechanics of reading should be mastered in the first three grades, and that from then on the child should read for information and appreciation. Yet the classroom reading was, practically in every grade, a drill in mechanics. There was not an instance where the suggestions in the course of study on how to study a poem was followed. Attention has been called to the lack of individual spelling lists.

The textbooks were followed literally in civics, geography, history, physiology, and grammar. It is true that the course of study for these subjects (with the exception of the supplementary outline in physiology) follows the traditional arrangement of the textbooks. Yet these outlines do show how the subject matter of any textbook may be approached topically. Had the teachers followed these topic units, the textbook teaching might have been more effective.

The very excellent supplementary reading matter on the various subjects of the text could not be used when there was a lack of reference libraries. However, there was more reference material in the school libraries than was made use of. The same statement has been made concerning maps and globes.

In conclusion it may be said that the textbook was far more often followed than the course of study. When the course of study was followed it was usually found to be in the upper rather than lower grades. This was undoubtedly due to the proximity to State eighth-grade examinations.

Realizing that the highest mental efforts are secured when physical conditions are at their best, the committee has in another chapter recommended an improved physical plant. However, the supreme remedy for poor instruction is better-prepared teachers. For an analysis of these qualifications the reader is referred to the recommendations at the conclusion of Chapter XIV.

Section 2. SUPERVISION.

Requirements of the law.—To inquire into the methods of instruction in the several branches taught and to make constructive suggestions are among the duties assigned by the school law of South Dakota to the county superintendents. This single duty of supervision of instruction is, in itself, in practically every county in the State, too large a task for one individual. To properly supervise instruction it is necessary to visit the classrooms often and to have frequent conferences with the teachers. The school law of the State

specifies that county superintendents shall visit schools as frequently as possible, with the modification that it shall not be less than once a year. The survey committee found, from conversations with county superintendents, that there were instances where it was physically impossible to visit all the schools of the county in a year.

It is stated in the chapter on county administration and supervision that the maximum amount allowed for traveling expenses is \$400. But not all of this allowance can be used in visiting the schools in the county. Out of it the county superintendents are allowed 5 cents per mile each way for every mile traveled in attending meetings called by the State superintendent. The area of 45 per cent of all the counties in the State is over 1,000 square miles. It is clear, then, that even if the county superintendents had no other duty outside of supervision of instruction the allowance for traveling expenses would prohibit adequate supervision.

County superintendents not trained for supervision.—The educational qualifications of the county superintendents are given in Chapter VII of this survey. Careful consideration of these qualifications would indicate that only about one-third of these superintendents were fitted academically and professionally for supervision. This does not mean that this one-third had other qualifications necessary for supervision. Additional consideration would necessarily be given to their experience, physical status, and personality.

Actual status of supervision.—Reports from county superintendents, given in the chapter on county administration and supervision, indicate the maximum time devoted to supervision as one-half of all their time in the case of eight county superintendents only. The others all gave less time. It is apparent from these answers of county superintendents and from the low requirements of the law that the visits to the schools by South Dakota county superintendents amount to little more than incidental inspection.

An examination of the reports from the State department and observations in various counties indicate that the reading-circle work of the State is well organized. Chapters from the adopted reading-circle books are frequently used to form the bases of the programs at county institutes and associations. County normal institutes of not less than five days' duration are required by law to be held for each county. These institutes, associations; and normals serve indirectly as means of supervision.

Need of supervision.—It has been stated that the supreme remedy for poor instruction is a well-trained teacher. Back of this teacher there must be the supervisor with a broad vision of the educational field, with actual experience in class-room teaching and with a knowledge of and sympathy with rural life conditions. The rural teacher is isolated, and, unless she touches elbows often with those who are

able to give help and inspiration, she loses the professional spirit. This was very clearly demonstrated in the South Dakota schools when normal-school graduates were hearing classes in the same perfunctory manner as those who had but half their professional training. The district associations and institutes would mean infinitely more to the teachers if they were conducted by supervisors who knew their problems intimately, and if, instead of stated speeches and papers, there might be free discussions between supervisors and teachers concerning the difficulties that confronted them.

It has been recommended that the course of study contain a very full list of reference books and illustrative material for every subject in the curriculum. The teacher in the open country or small towns has so many lessons to prepare that it is practically impossible for her to do the research work necessary for efficient preparation in all of them. Then, again, it is impossible to get hold of the reference material. To open the avenues to such research, to give hints and methods of instruction, and to see to it, through the medium of circulating libraries, that abundant reference material is available are very important duties of supervision.

The best-organized city systems supplement their teaching force by adequate supervisors. If this is important for the city, how much more important is it for the country, where the teacher does not have daily personal contact with other teachers and is not within reach of reference libraries. Only half the problem of instruction is solved by employing a trained teacher. It takes the efficient supervisor to complete the cycle. To the slacker teacher this supervisor is a righteous goad, to the indifferent a signal for awakening, to the weak a sustaining arm, and to the strong a fountain head of help and inspiration.

Recommendations.—In view of the facts just stated the survey committee recommends the following:

1. That the county superintendent, as chief executive officer, be relieved of the duty of supervision of class-room instruction.
2. That one subject supervisor be employed by the county board of education for each group of 50 teachers.

Chapter XV.

TOWN AND CITY SYSTEMS.

Section 1. GENERAL CONSIDERATIONS.

The towns and cities in South Dakota of over 1,000 population are all organized under the general school law of the State (except where Article XI conflicts with this general law, in which case it is the law) as independent school districts. There are 39 such towns and cities in South Dakota. For the purposes of this survey they have been rather arbitrarily divided into two groups—those of over 2,000 population being placed in one group and those with a population between 1,000 and 2,000 being placed in another group. The list is as follows, the population being indicated according to the 1915 State census immediately following the name of the city and according to the 1910 Federal census in the second column following the name of the city.

Population of towns and cities of South Dakota.

Cities of over 2,000 population.	1915 census.	1910 census.	Cities of 1,000 to 2,000 population.	1915 census.	1910 census.
Sioux Falls.....	20,929	14,094	Milbank.....	1,940	2,015
Aberdeen.....	11,846	10,753	Flandreau.....	1,688	1,444
Watertown.....	8,313	7,010	Webster.....	1,640	1,713
Lead.....	8,128	8,392	Mobridge.....	1,551	1,200
Mitchell.....	7,785	6,515	Elk Point.....	1,546	1,200
Huron.....	6,112	5,791	Dell Rapids.....	1,538	1,367
Yankton.....	4,771	3,787	Sisseton.....	1,386	1,397
Rapid City.....	4,268	3,854	Beresford.....	1,332	1,117
Madison.....	3,949	3,137	Parker.....	1,324	1,224
Brookings.....	3,416	2,971	Tyndall.....	1,302	1,107
Bedfield.....	3,122	3,060	Scotland.....	1,249	1,102
Deadwood.....	3,113	3,653	Woonsocket.....	1,201	1,027
Pierre.....	3,010	3,656	Clark.....	1,200	1,220
Vermilion.....	2,876	2,187	Howard.....	1,169	1,026
Canton.....	2,316	2,103	Wessington Springs.....	1,142	1,063
Hot Springs.....	2,140	2,140	Parkston.....	1,132	970
			Salem.....	1,132	1,067
			Centerville.....	1,109	971
			Bellefourche.....	1,101	1,332
			Chamberlain.....	1,055	1,275
			Sturgis.....	1,029	1,739
			Groton.....	1,028	1,108
			De Smet.....	1,014	1,063

It will be noted that there are 16 of the larger towns and cities and 23 of the smaller.

The total population of the 39 towns and cities in 1915 was 125,494. The total population of South Dakota in 1917 was 582,765. Of the population of South Dakota, therefore, 21.5 per cent is to be found

in the 39 towns and cities listed above. Data from every town and city listed were received in time for inclusion in the findings reported, with the exception of Yankton and Wessington Springs, representing a total population of 5,913.

Legal provisions: Board of education and officers.—These towns and cities are, for educational purposes, under the control of a board of education of five members, each of whom is elected for a three-year period. In addition to the board, there is elected a treasurer, who also serves for three years. In addition to these officers there is a clerk, who is elected by the board from outside the membership of the board. The treasurer and clerk receive compensation, but the members of the board do not.

The law specifically provides that "in order to separate party politics, so far as possible, from school affairs, no descriptive words or symbol to designate the party or principle of any nominee shall appear on the certificate of nomination, or be used or printed on the ballot." There is a slight possibility of the school election being influenced by other considerations in commission-governed cities, where the law specifies that the election for choosing members of the board of education shall occur on the third Tuesday of April, when the mayor and commissioners are being elected.

Provision is made for the transaction of the business of the board in regular meetings, "which shall be held upon the last Friday of each month, but may, in the discretion of the board, be on the second Friday also, and special meetings may be held." In connection with the business of the board, the duties of the officers are those regularly falling to such officers. It is provided that the president of the board shall appoint all committees. The law requires that the clerk of the board shall make an annual report of the condition, financial as well as educational, of all of the schools at the close of each school year. A copy of this is required to be filed with the county superintendent, and such portion of it as the board considers advantageous to the public shall be printed in a public newspaper or in pamphlet form. The law requires the treasurer to prepare a written monthly report showing the financial condition of the school corporation. Within 20 days after the end of the fiscal year, the law requires that the board shall publish in a newspaper a statement of the receipts and expenditures, showing in reference to expenditures the amount paid for teachers and repairs and incidentals. This statement must also show the amount on hand at the close of the fiscal year and in what bank the money is deposited.

Taxing power of board.—The authority to levy the necessary tax is centered in the board of education, who "shall on or before the fifteenth day of August of each year levy a tax for the support of the schools of the corporation." The levy is to be certified

county auditor by the clerk of the board, who is "authorized and required to extend the levy on the tax roll of the county." The levy must show the amounts it is sought to raise in the several funds, and in taking receipts for money paid over to the treasurer of the board, the receipts must show the proportionate amounts belonging to the several funds for which levy was made. The session laws of 1915 limited the total rate of the annual tax levy in independent school districts to 15½ mills on the dollar of assessed valuation.

Superintendent of schools.—The law specifies that the "board of education in cities of the first and second class at such times as they shall deem expedient shall elect a superintendent of schools" who is not a member of their own body. His duty "shall be to have a general supervision of the schools of the corporation, subject to the rules and regulations of the board." He "shall hold his office during the pleasure of the board and shall receive such compensation as the board may allow." The only provision in the law in reference to the qualifications required of the superintendent of schools is that "no city superintendent or principal shall be employed who does not hold a first grade or State diploma."

General authority of board.—On the board of education, together with the other officers above indicated, power is conferred to "organize and maintain a system of graded schools, to establish a high school * * * and to exercise sole control over the school and school corporation." Under the law, they must maintain the schools in session daily for five and a half hours exclusive of intermissions, for not less nor more than 10 months in each year.

The board has authority to appoint two competent persons, who with the superintendent as chairman shall constitute the examining committee of the board, with power to examine teachers for their schools and to issue certificates to such teachers legalizing their employment in the schools.

It is made the duty of the clerk of the board annually to take the census of all children under 21 and over 6 years of age residing in the district.

The board is definitely charged with the enforcement of the compulsory education law which requires every child of the age of 8 and not exceeding the age of 16 years to attend school during the entire time the public schools are in session, until he has completed the first eight grades. To guarantee the enforcement of the compulsory education law, the board is required to appoint each year a truant officer to enforce the provisions of the law. The fixing of compensation for his services rests with the board.

While the schools in the towns and cities are required to use the books adopted for the schools of the county, authority is conferred upon them to provide books free for the use of the pupils.

Chapter 225 of the Laws of 1917 provides specifically authority for doing a number of things which had not been definitely covered in earlier legislation. All of these provisions are important, but it seems worth while particularly to draw attention to the authority conferred to supply ample quantities of texts, reference and library books, tools, materials, and all sorts of equipment needed in instruction. Chapter 223 of the Laws of 1917 specifically provides for the use of the public-school buildings and property for other than traditional educational purposes.

Section 2. STUDY OF THE ACTUAL PRACTICES IN TOWNS AND CITIES.

Board meetings.—The data show that of the 35 towns and cities reporting, 31 hold meetings of the board of education monthly, two semimonthly, and two irregularly. Thirty-four of 35 superintendents attend regularly, while one does not always attend.

In reference to those who attend the meetings of the board in addition to the members of the board and the superintendent of schools, 8 report that no one else attends; 15 that the clerk attends; 1 that the school attorney attends; and 2 that the high-school principal attends. The other 9 simply answer that anyone attends. Evidently, these 9 may be combined with the 8 answering that no one else attends, giving 17 out of the 35 towns and cities reporting in which the board meetings are held with only the board of education and the superintendent present, except as interested citizens or persons having official business may attend the meetings.

In all except 7 of the 35 towns and cities reporting, the business of the board is transacted by the entire board. In the other 7 cities, the business is prepared and reported by committees for action of the entire board. The titles of the committees reported by the seven cities are Teachers, Finance, Property, Repairs, Supplies, Purchasing, Building, and Textbooks. Not all of these committees are reported in any one place, of course, but this variety of names is found. In one city, the title Finance and Accounts is reported, and in another, Buildings and Grounds is the designation for one of the committees. It is interesting to note that in the two largest cities of the State the school business is transacted by the board as a whole instead of being reported by committees.

Almost universally, the record of the proceedings and the drawing of warrants are attended to by the clerk of the board. One report shows that the superintendent records the proceedings, one that the superintendent draws the warrants, another that the president of the board draws the warrants, and another that the treasurer of the board draws the warrants.

Thirty-three reports were received in reference to where the board's records and paid invoices are kept. In 32 cases they are kept in the

board's office in the school building. In one case they are kept elsewhere. The reports show that the boards of education have the custom of meeting and transacting their business at various places. Of the 35 reporting, but 13 report that the board's business is transacted at a school office. Others report that the board meets in a store, in the bank, in the city hall; while others report "no particular place," evidently meaning that the meetings of the board are held at such places as may be appointed from time to time.

Enforcement of compulsory education.—Data were received from 29 sources regarding the truant officer. The returns show that this officer is paid in every case out of board of education funds, except in those cases where the superintendent, or the police, or the clerk, or the school nurse, or the janitor acts, in which case it is considered that the salary fixed for the main work of the officer covers any duties he performs as truant officer. One reports that the amount paid is not definitely fixed. Four returns show that the amount paid the truant officer is determined by the amount of work he does. In other words, he is paid in accordance with the number of cases he handles and the success he achieves. Two fixed the amount to be paid by the month or year. The returns were definite in reference to the amount paid in 12 communities. The material secured is as follows:

Amount.	Number of towns or cities.
\$5. 00-----	1
7. 00-----	1
9. 00-----	1
25. 00-----	1
45. 00-----	2
70. 00-----	1
135. 00-----	1
200. 00-----	1
300. 00-----	1
1, 000. 00-----	1
1, 200. 00-----	1

Thirty-one returns answer the inquiry in reference to whether the compulsory-education law is satisfactorily enforced, giving the opinion that it is, eight that it is not, and one saying that it is only fairly satisfactory. The reasons assigned for this law not being satisfactorily enforced are: "Conditions due to the war"; "Impossibility of enforcing it under the present law"; "Failure of the board to provide a truant officer"; and a belief expressed by two that there is no need of enforcing it. Conversation with a number of superintendents brought out the fact that the obstacle in enforcing the law is the broad general provision in the law specifying "that this section shall not apply to a child otherwise instructed by a competent per-

son." They told the writer that this provision makes it practically impossible to enforce the law without great difficulty.

Encouraging professional growth.—In response to the inquiry as to the provision made by boards of education in South Dakota for encouraging the superintendents, supervisors, and other officers of the schools to keep abreast of the times, 31 replies were received. Six said no provision was made. One frankly reported that the board of education encourages professional growth by such means as the following: Allowing teachers time off, and paying a portion of the expenses involved in visiting conventions and other schools. Two reports are of outstanding significance, one showing that the board of education allows \$100 per year additional to any teacher who attends summer school, the other that the board pays the tuition and transportation expense connected with attending summer school, this remuneration being available to any teacher of the system every other year.

Growth of teaching staff.—In reference to the reading and studying on the part of teachers during the year of the survey, 29 reports were received. The returns show correspondence work was being carried in 2 towns and cities; extension work in 7; State reading-circle work in 9; study of special books in 4; study of penmanship in 3; while 4 did not return usable data. In 18 towns it was reported that meetings were held in connection with the work the teachers were doing, while 6 said no meetings were held. Seventeen answered the inquiry as to when the meetings were held, 5 meeting twice per year; 3 meeting monthly; 2 holding four meetings per year; 2 meeting weekly; 1 three meetings per year; 1 meeting every six weeks; 1 meeting biweekly; and 2 occasionally. Of the 17 reporting the meetings, 8 indicated that the meetings are conducted by the superintendent; 5 that they are conducted by the county superintendent; and 4 that they are conducted by university or college instructors.

In addition to the reading and studying, and the meetings held in connection therewith reported above, 25 reported meetings held for other purposes. Six reported meetings held monthly; 4 weekly; 2 biweekly; and 13 meetings held "occasionally," "frequently," or "as need arises." Twenty-three answered in reference to the purpose of these meetings as follows, 19 saying they are for some phase of professional work, 3 that they are for social purposes, and 1 that they are for inspirational ends.

The above data, taken in connection with the reports by teachers in reference to the limited number of books purchased and the limited supply of educational magazines taken, would suggest that there is need for some method of encouraging those types of reading and studying which result in professional growth.

The school day.—The data received in regard to the length of the school day may be tabulated as follows:

TABLE 40.—*Length of school day.*

	Frequency of cases.
5 hours.....	3
5 hours 5 minutes.....	2
5 hours 15 minutes.....	1
5 hours 25 minutes.....	2
5 hours 30 minutes.....	6
5 hours 40 minutes.....	3
5 hours 45 minutes.....	6

From the above data it will be seen that eight schools do not maintain a school day of standard length under the law, which requires a day of five hours and a half in length. Six are meeting the requirement of the law, whereas nine exceed the requirement of the law.

Promotion.—Twenty-nine towns and cities report promotions are made annually, while five report they are made semiannually. These figures do not quite harmonize with the returns on the inquiry in reference to how many times during the school year beginning pupils are received. These returns show that in 12 towns and cities they are received twice per year, although but five systems report semiannual promotions. The remaining cities report that they receive pupils but once a year, which is as one would expect in systems promoting annually.

In reference to the method of determining promotion, one reports that this matter is determined upon the basis of credits, beginning with the sixth grade; six that it is determined upon the basis of credits beginning with the seventh grade; five that it is determined upon the basis of credits beginning with the eighth grade; whereas 21 report that promotion is by grades throughout the elementary schools.

The junior high school.—Thirty-five returns were received in response to the inquiry regarding the maintenance of junior high schools. Four report they are maintained, 31 that they are not. Of the four having what is called a junior high school, three have the seventh and eighth grades in this school, while one has merely the eighth grade. All report other grades in the same building with the junior high school. The data received would indicate that not any of these towns or cities yet has a real junior high school. What exists is a departmental organization of the teaching in the seventh and eighth grades, but the other opportunities which should be offered by a junior high school, such as wider subject-matter opportunities, prevocational studies, and appropriate social, literary, and athletic advantages, are not adequately provided.

Uses of the school building.—Thirty reports were received in reference to the use made of school buildings other than for school purposes. Seven cities report that the buildings are used for community meetings, 7 that they are used for meetings connected with school work, 3 that they are used for war work, 1 that a school building accommodates a city library, and 1 that school buildings are used for voting places, while 11 report no use of school property except for actual school work. This limited use of school properties is probably due to the fact that there was no legal basis for making use of school buildings until section 1 of chapter 223 of the Laws of 1917 was enacted.

Only 10 school systems report any efforts put forth to aid community work, and of these 10 five were in connection with war work. But 14 out of 25 reporting indicate any help received by the school from the cooperation of business men and prominent citizens of the community. But 16 out of 31 reporting indicate any parent-teacher organizations. Evidently there is large room for bringing great values to the schools through increasing and multiplying the relationships existing between the schools and the other community activities in the various towns and cities.

Summer schools.—Of 37 reporting, but 12 report any provision for continuing the education of the children during the summer vacation. In these 12 towns and cities the expense for schooling is financed out of public funds in but six places, although part of the expense is borne by public funds in two other places. In the remaining towns the entire expense is met by other than public funds.

Playgrounds.—Of the 35 schools reporting, 3 state that public playgrounds are maintained by public funds, 1 that they are maintained by money derived from popular subscription, and 1 that they are maintained by funds raised by parent-teacher organizations. The other 30 report no provision for public playgrounds.

Rules and regulations.—But 14 of the 37 towns and cities report any printed or typewritten rules and regulations for the guidance of teachers and the head of the school system, or for the government of the schools. Seven of these were reported from towns and cities of less than 2,000 population. Five of these were merely one or two-page typewritten regulations, while two were issued in printed form bearing the date of 1910. In one of these towns the rules and regulations cover 9 pages and in others 18 pages. In the latter case the entire system was covered rather thoroughly. In the towns and cities with above 2,000 population two reported only typewritten rules and regulations, whereas four systems had printed rules and regulations, these varying in extent from 5 pages in two cities to 37 pages in one, and 57 in another.

It would certainly make for stability and for uniformity in the management and discipline of the schools if these towns and cities more generally committed to print the organization within the system and the standards expected of all—superintendent, principals, teachers, janitors, and pupils. Such a statement could not but exercise a wholesome influence throughout the schools and the community served.

School bulletins.—As a means of gaining as intimate an insight into the spirit and detailed management of the school system as possible, request was made for one copy of each school bulletin issued from the superintendent's office within a year. Only 8 of the 37 systems sent any bulletins in response to this request. It was disappointing to find that the bulletins in most of these systems were concerned almost wholly with routine matters. There were three notable and outstanding exceptions to this general situation, however. In the office of each of two superintendents a representative of the survey spent some time going over copies of bulletins sent out to the teaching staff, the larger percentage of which were breathing the modern point of view in education, suggesting new ways of working, reporting good results seen, and pointing the way to larger undertakings and results. These items from the index to the bulletins of one superintendent are suggestive of the rich and profitable character of his communications to his teaching staff:

Date.	Page.	
Aug. 26	1	Diagram—Managerial type of organization.
	2	Explanation—Managerial type of organization.
	3	Continuation of page 2.
	4	Public-school corps for 1916-17.
Sept. 4	1-2	Three basic business considerations.
		A five-point marking system.
18		Educational measurement.
22		Responsibility for reviews in arithmetic.
29	1	City-wide spelling test (first).
	2	City-wide spelling test (graph).
	3	City-wide spelling test (continued).
Oct. 5	1	General handwriting statement.
		Time schedule.
		Awards and certificates (drills, etc.).
10		Uniform tests.
		Premiums for perfect punctuality and attendance.
		Poor-progress blanks.
19	1	The coach room.
		The coaching attitude and method.
30	1	Standard tests for pupil diagnosis.
		Teaching economy.
		Picture committee.
		Grade-course committees.

Date.	Page.	
Nov. 6	1	Committee on playground games. Committee on elementary handwork. Progress in committee work. Final written examinations in grades, kindergarten to sixth, inclusive.
	2	Starch reasoning test—scores and graph.
9	1	Speed and Ayres quality of handwriting, September, 1916.
15	1	Woody test in addition of whole numbers.
17	1-3	Rating one's efficiency.
Jan. 4	1	Professional facts for the superintendent's file. Motivating school activities.
11	1	The Woody tests in the fundamental number operations. Silent reading tests. Silent reading test (comprehension).
	2	The marble statue—Whipple.
	3	Woody subtraction test—scores and graph.
	4	Woody multiplication test—scores and graph.
	5	Woody division test—scores and graph.
18	1	The superintendent's books. A school exhibition and the State fair. Report of committee on elementary handwork.
24	2	Paper and cardboard construction (outline of work).
	1	Directory.
Feb. 5	1	Putting first things first. Daily plans. Substitutes. School on stormy days.
	2	Programs on February 12 and 22.
13	1	Reorganization and building plans of the board of education.
	2	Advantages of the junior high school. Cost of operation (comparisons).
20	1	Motivation reports. Good-manners pamphlets. Kansas City meeting. Renewing our ideals.

Blanks and forms.—In five systems the general judgment of the survey was that the blanks and forms used in the transaction of business were worked out with care and were adequate in number and kind to meet the various needs. In the other systems, however, many things must have gone without written record, the business being transacted by oral requests and reports. This conclusion is a general one, however, as it was found impossible to make comparisons of the various forms and blanks used in the 39 systems with a view to standardizing the blanks required, which would have been necessary before a careful and scientific judgment could be rendered.

It was disappointing to find but 5 systems reporting any type of cumulative record card for the preservation of the records of pupils. Likewise but 5 systems reported any schedule as a basis for working out the daily programs.

But two printed official reports were received. The other reports were made out upon standard forms for the use of clerks and treasurers.

Section 3. THE SUPERINTENDENTS IN THE TOWNS AND CITIES OF SOUTH DAKOTA.

Evidently one of the most important factors in determining the character of the educational opportunities provided the children in the towns and cities of South Dakota is the superintendent of schools. The facts in the tables appearing in the following pages, together with their interpretation, present a fairly adequate view of the leadership provided in education in the towns and cities under study.

Preparation.—The first requisite in judging the equipment for leadership possessed by the superintendents of South Dakota is a knowledge of their training. The following tables present the data showing the training of the superintendents or school heads in the 37 towns and cities from which complete data were received. In the first column of each table the facts are presented regarding the superintendents in cities of over 2,000 population, and in the column following that corresponding data regarding the superintendents in the towns with between 1,000 and 2,000 population.

TABLE 41.—Elementary and high-school training of 37 superintendents.

Character and place of training.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Elementary school training:			
Rural—			
In South Dakota.....		3	3
Out of South Dakota.....	6	10	16
Town—			
In South Dakota.....			
Out of South Dakota.....	2	3	5
City—			
In South Dakota.....		1	1
Out of South Dakota.....	4	3	7
High-school training:			
Town—			
Less than 2 years—			
In South Dakota.....			
Out of South Dakota.....			
Less than 3 years—			
In South Dakota.....			
Out of South Dakota.....	1		1
Less than 4 years—			
In South Dakota.....			
Out of South Dakota.....	3	2	5
Four years—			
In South Dakota.....		1	1
Out of South Dakota.....	2	6	8
City—			
Less than 2 years—			
In South Dakota.....			
Out of South Dakota.....	1		1
Less than 3 years—			
In South Dakota.....			
Out of South Dakota.....		1	1
Less than 4 years—			
In South Dakota.....		1	1
Out of South Dakota.....	3	2	5
Four years—			
In South Dakota.....			
Out of South Dakota.....	2	5	7

A glance at this table shows that of the present superintendents in South Dakota practically all received their elementary and high-school training outside of South Dakota.

TABLE 42.—Normal school training of 37 superintendents.

Years and place of training.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Less than 1 year:			
In South Dakota.....		2	2
Out of South Dakota.....			
One year but less than 2 years:			
In South Dakota.....	1		1
Out of South Dakota.....			
Two years:			
In South Dakota.....			
Out of South Dakota.....			
More than 2 years:			
Out of South Dakota, 4 years, but no high-school basis.....	1		1
In South Dakota, 4 years, but no high-school basis.....		1	1
In South Dakota, 5 years, but no high-school basis.....		1	1

TABLE 43.—College training of 37 superintendents.

Years of training.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
1 year.....	2	2	4
2 years.....	2		2
3 years.....			
4 years.....	7	8	15
4½ years.....		2	2
5 years.....	1	2	3
5½ years.....		1	1
6 years.....	1		1
Total.....	13	15	28

In addition to the training included above, one superintendent studied two years for the ministry, one took two years of correspondence study, another took one year of extension work in the University of South Dakota, one had a year of business college training, and another had a half year of training in woodwork and agriculture.

TABLE 44.—*Showing summer-school training of 37 superintendents.*

Amount in weeks.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
6 weeks.....	2	5	7
12 weeks.....	2	2	4
18 weeks.....	1	2	3
24 weeks.....	3	2	5
30 weeks.....	1	1	2
36 weeks.....	1	.....	1
Total.....	10	12	22

From the tables pertaining to the normal school and college training of the 37 superintendents, it is easy to determine that the total amount of training in years is $133\frac{1}{2}$ and, in addition thereto, 400 weeks of summer-school training.

The second body of facts gathered as a basis for estimating the professional equipment of superintendents pertains to their teaching experience. This is presented in the tables below:

TABLE 45.—*Distribution in the experience of 37 superintendents.*

Experience in years.	Total experience.		Rural and village schools.		In cities of 1,000 to 1,999.		In cities of 2,000 to 4,999.		In cities of 5,000 and above.	
	Superintendents in cities of 2,000 population or above.	Superintendents in cities having a population of from 1,000 to 2,000.	Superintendents in cities of 2,000 population or above.	Superintendents in cities having a population of from 1,000 to 2,000.	Superintendents in cities of 2,000 population or above.	Superintendents in cities having a population of from 1,000 to 2,000.	Superintendents in cities of 2,000 population or above.	Superintendents in cities having a population of from 1,000 to 2,000.	Superintendents in cities of 2,000 population or above.	Superintendents in cities having a population of from 1,000 to 2,000.
Less than 2 years.....	.....	.....	4	2	.....	6	.....	1	1	3
2 to 4 years.....	1	.....	2	7	2	7	3	3	.....	1
5 to 7 years.....	4	.....	2	7	1	2	1	3	1	.....
8 to 10 years.....	4	.....	1	1	.....	.....	.....	.....	2	.....
11 to 15 years.....	4	5	.....	1	.....	2	2	1	2	.....
16 to 19 years.....	2	2	.....	1	.....	1	1	.....	4	.....
20 to 25 years.....	5	3	.....	.....	.....	.....	.....	.....	.....	.....
More than 25 years..	1	1	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	12	20	9	19	3	18	7	8	10	4

TABLE 46.—*Distribution in the variety of the experience of 37 superintendents.*

Type of experience.	Cases of each type of experience.		
	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Special.....	3	7	10
General.....	8	12	20
Single.....	6	16	22
City of 1,000.....	3	18	21
City of 2,000 to 5,000.....	7	8	15
City of 5,000 and above.....	10	4	14
Total.....	37	65	102

TABLE 47.—*Place of birth by States or countries of 37 superintendents.*

Birthplace.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
South Dakota.....	.....	1	1
Iowa.....	4	2	6
Michigan.....	1	.....	1
Pennsylvania.....	1	.....	1
Ohio.....	1	1	2
Illinois.....	1	.....	1
Indiana.....	1	2	3
Wisconsin.....	1	3	4
Minnesota.....	1	.....	1
Nebraska.....	.....	4	4
Missouri.....	.....	2	2
Ohio.....	.....	1	1
Switzerland.....	.....	2	2
England.....	.....	1	1
Not reporting.....	3	3	6
Total.....	15	22	37

The salary paid the educational leader in each community is evidently a vital factor in determining the character of leadership which each community can expect to attract. The table below gives these facts:

TABLE 48.—*Distribution of the salaries paid 37 superintendents.*

Amount.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Less than \$1,500.....	.....	8	8
\$1,500 to \$2,000.....	2	11	13
\$2,000 to \$2,500.....	5	1	6
\$2,500 to \$3,000.....	3	.....	3
\$3,000 to \$3,500.....	1	.....	1
\$3,500 to \$4,000.....	1	.....	1
Not reporting.....	3	2	5
Total.....	15	22	37

It was not found possible to figure the living expenses of the superintendents from the data presented. This matter is more difficult to reduce to a comparable basis than in the case of teachers, for the reason that most of the superintendents are married men with families, their responsibilities varying according to the size of the family.

Likewise it is hardly necessary to present the data of the place of residence of superintendents. As a matter of fact, 25 of the 37 superintendents have a permanent residence in the town where they are working, while six do not. Six made no report on the matter.

TABLE 49.—Age distribution of 37 superintendents.

Years of age.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total
27		1	
28		2	
29		1	
30		2	
31		1	
32		1	
33	1		
34		1	
35	1	2	
36	1	1	
37			
38	2	1	
39		2	
40	1	1	
41	1	1	
42	1	1	
43	1	1	
44	1		
45	2		
46		1	
47	1	2	
48			
49			
50			
51			
52			
53			
Not reporting	3	2	
Total	15	22	

The median age of the superintendents in cities of over 2,000 population is 42, while that in the towns below 2,000 is 37½ years.

TABLE 50.—Distribution in the number of married and single superintendents.

Married or single.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total
Single		3	
Married	12	17	
Not reporting	3	2	
Total	15	22	

TABLE 51.—Answers to the question as to whether the superintendents expect to continue educational work.

Intentions.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Will continue.....	11	17	28
Will not continue.....	1	3	4
Not reporting.....	8	2	10
Total.....	20	22	42

TABLE 52.—Reasons assigned by 37 superintendents for inclining to continue or discontinue educational work.

Reasons.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Like the work.....	10	10	20
Influenced by salary.....	2	2	4
Preparation.....	2	2	4
Better opportunities in other lines.....	2	2	4
Inaptitude for the work.....	1	6	7
Not reporting.....	4	4	8
Total.....	15	22	37

TABLE 53.—Organizations in which the 37 superintendents hold membership.

Organization.	Superintendents in cities of 2,000 population or over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
National Education Association.....	11	4	15
South Dakota Teachers' Association.....	11	20	31
Reading Circle.....	1	1	2
Miscellaneous.....	4	4	8
Rotary Club.....	1	1	2
Commercial Club.....	2	2	4
Parent-Teacher Association.....	2	1	3
Red Cross.....	4	4	8
Young Men's Christian Association.....	1	1	2
Total.....	30	32	62

There is certainly cause for serious regret that aside from educational relationships, the number of superintendents reporting the establishment of other relationships is negligibly small. But one reports membership in a rotary club and but four in a commercial club. The superintendent in every community needs the stimulus which comes from contact with the business men in his community. He likewise needs the opportunities which this contact affords for enabling these business men to know his point of view and to know the objectives of the school he is heading, and likewise the ways and means which are being employed for the realization of the school's objectives. Even though his contribution to the civic organization

may be small, the values coming to the school through his relationship are so many and so vital that no educational leader should allow himself to omit the establishment of these ties.

The superintendent's disposition to grow and to become a capable professional leader may be measured somewhat by the investment he makes in a professional library and by the amount of reading and studying he does. The following list shows the books reported as being used. The figure following the name of each book shows the number reporting it. In addition to these books, 30 other titles were reported, each being mentioned but once.

Classroom Management—Bagley.....	7
Methods of Teaching in High Schools—Parker.....	6
Motivation of School Work—Willson and Wilson.....	6
How to Teach—Strayer and Norsworthy.....	5
Psychology of High School Subjects—Judd.....	5
Principles of Education—Jones.....	4
Supervised Study—Hall-Quest.....	4
Educational Administration—Strayer and Thorndike.....	3
Educational Measurement—Starch.....	3
The Modern High School—Johnston.....	3
School Administration—Cubberley.....	3
Teaching the Common Branches—Charters.....	3
Methods of Teaching—Charters.....	2
Cyclopedia of Education—Monroe.....	2
School and Society—Dewey.....	2
Schools of To-Morrow—Dewey.....	2
School Administration and Supervision—Chancellor.....	2
Discipline of the School—Morehouse.....	2
Educative Process—Bagley.....	2
Educational Psychology—Thorndike.....	2

The magazines reported on the reading lists of the superintendents seem to permit the classification shown in the table below. Thirteen different educational journals were reported, 10 current literary and political magazines were mentioned, 3 magazines pertaining to special subjects and dealing with school devices were listed, while 3 magazines falling in the type of fiction and miscellaneous were included in the returns.

TABLE 54.—Character of the magazines read, together with the frequency of the use of each type among the 37 superintendents.

Character of magazines.	Superintendents in cities of 2,000 population and over.	Superintendents in cities having a population of from 1,000 to 2,000.	Total.
Educational journals.....	29	33	62
Special subjects and school devices.....	3	.....	3
Current literature and political.....	11	19	30
Fiction and miscellaneous.....	1	24	25
Total.....	44	76	120

Section 4. THE TEACHERS IN THE TOWNS AND CITIES OF SOUTH DAKOTA.

Preparation.—The first requisite in judging of the professional ability of any group of teachers is a knowledge of the training they have had for their work. The following data regarding the 593 teachers from whom the returns from the 37 towns and cities above 1,000 population were sufficiently accurate to be usable were tabulated throughout in such way as to show the facts regarding those teachers reporting from cities of 2,000 population or over in one column, and the corresponding facts from those teachers reporting from cities having a population of from 1,000 to 2,000 in another column:

TABLE 55.—Elementary and high-school education of 593 elementary school-teachers.

Time.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Elementary school training:			
Rural—			
In South Dakota.....	46	30	76
Out of South Dakota.....	43	9	52
Town—			
In South Dakota.....	76	54	130
Out of South Dakota.....	105	39	144
City—			
In South Dakota.....	93	8	101
Out of South Dakota.....	74	33	107
High-school training:			
Town—			
Less than 2 years—			
In South Dakota.....	8	3	11
Out of South Dakota.....	8	1	9
Less than 3 years—			
In South Dakota.....	13	5	18
Out of South Dakota.....	9	3	12
Less than 4 years—			
In South Dakota.....	10	12	22
Out of South Dakota.....	14	2	16
Four years—			
In South Dakota.....	39	54	93
Out of South Dakota.....	92	27	119
City—			
Less than 2 years—			
In South Dakota.....	1	2	3
Out of South Dakota.....	1	2	3
Less than 3 years—			
In South Dakota.....	8	2	10
Out of South Dakota.....	2	1	3
Less than 4 years—			
In South Dakota.....	11	1	12
Out of South Dakota.....	9	6	15
Four years—			
In South Dakota.....	88	12	100
Out of South Dakota.....	63	15	78

A glance at the table shows that the number who received their training outside the State is almost equal to the number who had corresponding training within the State. Almost half of the teachers studied did not spend their early childhood and take their training in South Dakota.

TABLE 56.—*Normal school training of 593 elementary school-teachers.*

Time.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Less than 1 year:			
In South Dakota.....	21	12	33
Out of South Dakota.....	21	12	33
One year but less than two years:			
In South Dakota.....	74	36	110
Out of South Dakota.....	28	8	36
Two years:			
In South Dakota.....	68	25	93
Out of South Dakota.....	74	24	98
More than 2 years:			
In South Dakota.....	55	18	73
Out of South Dakota.....	36	4	40

TABLE 57.—*College training of 593 elementary school-teachers.*

Time.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Less than one year:			
In South Dakota.....	15	7	22
Out of South Dakota.....	24	28	52
One year, but less than two years:			
In South Dakota.....	25	4	29
Out of South Dakota.....	24	6	30
Two years, but less than three years:			
In South Dakota.....	16	4	20
Out of South Dakota.....	21	3	24
Three years, but less than four years:			
In South Dakota.....	4	1	5
Out of South Dakota.....	4	3	7
Four years:			
In South Dakota.....	4	2	6
Out of South Dakota.....	7	1	8
More than four years:			
In South Dakota.....	3	.....	3
Out of South Dakota.....	5	1	6

The second body of facts necessary to forming an estimate of the professional equipment of any body of teachers is a knowledge of their teaching experience.

TABLE 58.—*Variety of experience of 593 elementary school-teachers.*

Type of experience.	Cases of each type of experience.		
	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Special.....	27	4	31
Rural.....	211	88	299
Village.....	187	90	277
City of 1,000.....	104	167	271
City of 2,000 to 5,000.....	222	30	252
City of 5,000 or above.....	323	11	334
Total.....	1,084	380	1,464

TABLE 59.—*Positions now held by 593 elementary school-teachers.*

Positions.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000	Total.
Principal.....	36	2	38
Teacher in kindergarten.....	12	1	13
Teacher in first grade.....	48	22	70
Teacher in first and second grade.....	11	2	13
Teacher in second grade.....	32	18	50
Teacher in second and third grade.....	6	1	7
Teacher in third grade.....	34	19	53
Teacher in third and fourth grade.....	20	3	23
Teacher in fourth grade.....	32	18	50
Teacher in fourth and fifth grade.....	5	1	6
Teacher in fifth grade.....	29	14	43
Teacher in fifth and sixth grade.....	17	4	21
Teacher in sixth grade.....	27	14	41
Teacher in sixth and seventh grade.....	1	2	3
Teacher in seventh grade.....	15	12	27
Teacher in seventh and eighth grade.....	2	3	5
Teacher in eighth grade.....	12	10	22
Teacher in departmental work.....	58	9	67
Teacher of manual training.....	2	2	4
Teacher of domestic science.....	3		3
Supervisor of drawing.....	4		4
Supervisor of drawing and music.....	1	2	3
Supervisor of music.....	11	6	17
Supervisor of writing.....	4		4
Supervisor of writing and music.....	1	1	2
Supervisor of physical training.....	5		5
School nurse.....	1		1
Total.....	437	166	603

It is interesting to note the small number of supervisors of drawing, there being only four in the 37 cities. The amount of attention given to music, as indicated by the number of supervisors employed, is much greater. Writing uses the time of but four supervisors, and domestic science employs but three teachers in the elementary schools, while there is but one teacher reporting who scheduled herself as a school nurse.

TABLE 60.—*Salaries of 593 elementary school-teachers.*

Amount.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Less than \$450.....	1	2	3
\$450-\$520.....	28	40	68
\$530-\$719.....	140	81	221
\$720-\$909.....	128	13	141
\$910-\$999.....	65	3	68
\$1,000-\$1,000.....	39	1	40
Above \$1,000.....	31	2	33
Not reporting.....	2	3	5
Total.....	476	126	602

It is seen that the income of the larger number of the teachers reporting falls between \$630 and \$809. Reference to the table showing the positions now held by the teachers studied reveals the fact that the 36 who are receiving above \$1,000 are in all probability principals of schools.

TABLE 61.—*Living expenses of 593 elementary school-teachers for the school year.*

Amount.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
At home.....	26	14	40
Less than \$180.....	6	5	11
\$180-\$224.....	18	32	50
\$225-\$299.....	110	83	223
\$300 or above.....	212	11	223
Not reporting.....	25	21	46
Total.....	427	166	593

A glance at this table shows that the large majority of the teachers report an expense of above \$225 per year. Indeed, the number reporting an expense from \$225 to \$300 is precisely the same as the number reporting that it is above \$300. It will be observed that 46 made no report. It was their judgment that this was too private a matter to be reported. Thus certain data were withheld which must be in hand if the arguments necessary to secure increased salaries are to be brought to bear effectively on those having in charge the regulation of salaries.

TABLE 62.—*Distribution of 593 elementary school-teachers living at home or elsewhere.*

Place of residence.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
In home town.....	177	57	234
Not in home town.....	248	108	356
Not reporting.....	2	1	3
Total teachers.....	427	166	593

Almost three-fifths are nonresident teachers in the community where they are at work. This is a factor, of course, making it necessary that the wages of teachers should be in keeping with the added expense by reason of teaching where they can not live at home.

TABLE 63.—*Distribution in age of 593 elementary school-teachers.*

Years of age.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Under 20.....	6	4	7
20.....	5	10	15
21.....	15	15	30
22.....	31	15	46
23.....	35	11	46
24.....	43	24	67
25.....	42	13	55
26.....	38	11	49
27.....	29	11	40
28.....	21	7	28
29.....	21	7	28
30.....	17	7	24
31.....	14	4	18
32.....	7	2	9
33.....	5	2	7
34.....	12	5	17
35.....	9	1	10
36.....	2	1	3
37.....	16		16
38.....	10	2	12
39.....	7		7
40.....	2		2
41.....	3	1	4
42.....	5		5
43.....	4	1	5
44.....	9	9	18
45.....	22	3	25
Total teachers.....	427	166	593

A study of this table shows that the median age of teachers in cities of 1,000 to 2,000 is 26 years, while that in cities of above 2,000 is 28 years. Following the age of 32, the number drops very rapidly.

TABLE 64.—*Distribution of single and married teachers among 593 elementary school-teachers.*

Married relation.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Single.....	394	152	546
Married.....	25	8	33
Widow.....	6	6	12
Not reporting.....	2		2
Total teachers.....	427	166	593

TABLE 65.—*Distribution of answers to the question as to whether the 593 elementary school teachers expect to continue teaching.*

Intentions.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Will continue.....	252	96	348
Will not continue.....	110	51	161
Undecided.....	45	19	65
Not reporting.....	20	9	29
Total teachers.....	427	166	593

The number who will not continue, or who are in doubt, shows the largeness of the problem of developing a fundamental competence for the business of teaching in the body of teachers under study.

TABLE 66.—*Distribution of the reasons assigned for continuing or discontinuing teaching by 593 elementary school-teachers.*

Reasons.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total
Like the work.....	129	41	170
Influenced by salary.....	46	23	69
Preparation.....	48	16	64
Support.....	15	3	18
Prefer it to other work.....	29	9	38
Too hard work.....	5	4	9
Health.....	3	1	4
On account of the war.....	2	.....	2
Marriage.....	7	2	9
Patriotic duty to remain.....	1	.....	1
Go to school or change occupation.....	106	13	119
Not reporting.....	36	53	89

Those who are discontinuing assign in the main two significant reasons—continuing education and changing the occupation.

TABLE 67.—*Organization in which the 593 elementary school-teachers had memberships.*

Organization.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total
South Dakota Education Association.....	321	100	421
District Education Association.....	10	3	13
National Education Association.....	4	2	6
National Music Association.....	5	1	6
State Music Association.....	3	2	5
Parent-Teacher Association or Mother's Club.....	82	7	89
Reading Circle.....	16	26	42
Local Study Club.....	27	8	35
Red Cross.....	253	64	317
Civic Organization.....	17	5	22
Young Women's Christian Association.....	16	4	20
Women's Clubs.....	4	2	6
Miscellaneous.....	6	.....	6

Not one of these organizations succeeded in enrolling every teacher. The South Dakota Education Association came nearest it, with 421 and the Red Cross came next, with 317.

The teacher's disposition to grow and to take her work seriously may be measured somewhat by the investment she makes in professional helps and by the amount of reading and studying she does.

The total number of books reported by all concerned was 16. Of the entire list of books, 18 were mentioned by but two teachers.

while 39 were mentioned by but one. The book mentioned by most teachers was Strayer and Norsworthy's "How to Teach." It was listed by 61 teachers. The six most frequently mentioned books, with the frequencies of mention, are as follows:¹

How to Teach, Strayer and Norsworthy.....	61
Motivation of School Work, Wilson and Wilson.....	59
Teaching the Common Branches, Charters.....	42
School Measurement, Bagley.....	36
How to Study, McMurry.....	23
Socializing the Child, Dynes.....	22

TABLE 68.—Kinds of books read and distribution of this reading among 593 elementary school-teachers.

Kind of book.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Games.....	33	17	50
Stories and story telling.....	80	34	114
Books on school subjects or textbooks.....	367	90	457
Plan or device books.....	99	59	158
Reference books.....	104	25	129
Miscellaneous.....	118	21	139
Total.....	801	246	1,047

It is seriously to be regretted that only 50 teachers out of 593 mention any book dealing with games; and only 114, any dealing with stories and story telling. Even the number of teachers mentioning books on school subjects or textbooks is only 457—136 less than the total number reporting. It will be observed that the total number of teachers reporting with reference to all the kinds of books listed is but 1,104—less than two books per teacher. Undoubtedly some provision should be made whereby it is possible to insure that every teacher in the public schools shall every year invest a few dollars in modern books which should be a help to her in her daily duties, and likewise to insure that these books are understandingly read.

The six magazines most frequently mentioned, together with the frequencies of mention, are as follows:

Normal Instructor and Primary Plans.....	300
Literary Digest.....	108
Current Events Magazine.....	108
National Geographic Magazine.....	102
Primary Education.....	77
American Magazine.....	56

¹ These are recent State Reading Circle books.

TABLE 69.—*Character of magazines read, together with the frequency of their use among 59½ elementary school teachers.*

Type of magazine.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Educational journals.....	92	38	130
School devices and special subjects.....	352	152	504
Current literature and political.....	79	124	203
Fiction and miscellaneous.....	286	65	351
Total.....	809	379	1,188

Section 5.—ATTRACTING POWER OF TOWN AND CITY SCHOOLS.

One measure of the efficiency of a school system is the extent to which it enrolls the youth of school age in the community. The following tables show the enrollment of the school population in the towns and cities of South Dakota:

TABLE 70.—*Cities of over 2,000 population.*

City.	Total school census.	Total elementary and high-school enrollment.	Percentage of enrollment to census.
1.....	4,996	3,813	76.3
2.....	2,966	2,162	72.4
3.....	2,480	1,529	61.7
4.....	2,103	1,579	75.1
6.....	1,443	1,300	90.1
7.....	1,112	1,057	92.3
8.....	1,065	844	79.3
9.....	1,034	790	76.1
12.....	745	673	90.3
14.....	670	506	75.5

TABLE 71.—*Towns of 1,000 to 2,000 population.*

Town.	Total school census.	Total elementary and high-school enrollment.	Percentage of enrollment to school census.
1.....	734	530	72.7
4.....	550	455	80.2
6.....	482	393	81.1
7.....	429	435	100.1
13.....	452	391	86.4
15.....	329	179	54.4
20.....	348	299	85.9
21.....	310	290	90.0

It will be observed that the cities of above 2,000 population vary in their enrollment of the census population from above 90 per cent in cities 6, 7, and 12 to as low as 61.7 per cent in city No. 3, while the range in the towns is from above 100 per cent to as low as 54.4

per cent. To measure with careful justice the extent to which each town and city is meeting its responsibility for the education of its children, other data than those at hand are needed. Manifestly, however, many of the towns and cities enrolling such a low percentage of the children are not meeting their responsibility adequately. One factor which operates heavily in some communities in reducing the public-school enrollment is the parochial-school enrollment. To the extent that this factor enters in, the public schools are blameless. Town 7, enrolling over 100 per cent of its school census, evidently enrolls many children from outside the town or is growing rapidly.

The following tables show the distribution of pupils by ages and grades in the towns and cities of South Dakota. The percentage of retardation runs very high in all grades above the first in the towns of less than 2,000 population, and in all grades above the second in the cities of over 2,000 population.

TABLE 72.—Age-grade distribution of pupils in cities with less than 2,000 population.

	Under 6.	Over 6, under 7.	Over 7, under 8.	Over 8, under 9.	Over 9, under 10.	Over 10, under 11.	Over 11, under 12.	Over 12, under 13.	Over 13, under 14.	Over 14, under 15.	Over 15, under 16.	Over 16, under 17.	Over 17, under 18.	Over 18, under 19.	Over 19, under 20.	Total.	Normal age.		Accelerated.		Retarded.	
																	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Grade I.....	129	553	180	54	17	3	1	.....	.....	.....	.....	.....	.....	.....	.....	937	553	59	129	13	235	27
Grade II.....	9	126	296	147	54	25	5	2	.....	.....	.....	.....	.....	.....	.....	664	296	45	135	20	233	35
Grade III.....	1	29	110	369	176	56	22	14	.....	1	.....	.....	.....	.....	.....	778	369	47	130	18	269	35
Grade IV.....	.....	.....	12	143	320	176	78	27	14	1	1	.....	.....	.....	.....	774	320	41	157	20	267	39
Grade V.....	.....	.....	.....	5	123	328	199	113	54	20	8	3	.....	1	.....	834	328	38	128	15	398	47
Grade VI.....	.....	.....	6	80	6	80	249	165	72	33	13	1	.....	.....	.....	619	249	40	86	14	284	46
Grade VII.....	.....	.....	.....	.....	3	14	108	206	171	85	27	8	1	.....	.....	626	208	33	126	20	292	47
Grade VIII.....	.....	.....	.....	.....	.....	1	13	78	257	208	102	34	12	5	1	711	237	36	92	13	362	51
Total.....	139	708	598	720	699	683	676	607	568	348	151	46	13	6	1	3,938	2,580	43	993	17	2,390	40
Normal age:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number.....	.....	553	296	369	320	328	249	208	257	.....	.....	.....	.....	.....	.....	2,580	.....	.....	.....	.....	.....	.....
Percentage.....	.....	78	50	51	46	48	37	34	45	.....	.....	.....	.....	.....	.....	65	.....	.....	.....	.....	.....	.....
Accelerated:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number.....	139	155	122	150	132	95	122	78	.....	.....	.....	.....	.....	.....	.....	993	.....	.....	.....	.....	.....	.....
Percentage.....	100	22	20	21	19	14	18	12	.....	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....	.....
Retarded:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number.....	.....	190	30	201	247	260	305	321	311	348	151	46	13	6	1	2,390	.....	.....	.....	.....	.....	.....
Percentage.....	.....	.....	.....	28	35	38	45	52	55	100	100	100	100	100	100	61	.....	.....	.....	.....	.....	.....

TABLE 73.—Age-grade distribution of pupils in cities with more than 2,000 population.

	Under 6.	Over 6, un- der 7.	Over 7, un- der 8.	Over 8, un- der 9.	Over 9, un- der 10.	Over 10, un- der 11.	Over 11, un- der 12.	Over 12, un- der 13.	Over 13, un- der 14.	Over 14, un- der 15.	Over 15, un- der 16.	Over 16, un- der 17.	Over 17, un- der 18.	Over 18, un- der 19.	Total	Normal age.		Accelerated.		Retarded.	
																Num- ber.	Per cent.	Num- ber.	Per cent.	Num- ber.	Per cent.
Kindergarten.....	44														44	44	100				
Grade I.....	379	894	275	61	18	2			1					1	1,681	894	55	379	23	558	33
Grade II.....	30	283	694	249	108	23	18	4	3						1,417	694	48	323	24	400	28
Grade III.....		2	363	700	320	118	31	17	7		1				1,459	700	48	265	18	484	34
Grade IV.....			8	538	340	181	151	71	31	11	3				1,436	538	41	248	17	607	42
Grade V.....				10	577	600	388	151	79	29	13	1			1,498	600	40	287	19	611	41
Grade VI.....				8	70	228	476	365	179	68	24	7	1	1	1,425	476	34	304	21	645	46
Grade VII.....				1	9	55	100	351	253	148	63	21	3	1	1,125	351	31	255	23	619	46
Grade VIII.....						16	55	140	241	190	109	47	11	4	813	241	30	211	26	361	44
Total.....	458	1,189	1,240	1,267	1,265	1,380	1,254	1,099	824	446	213	76	15	7	10,848	4,583	42	2,270	21	3,965	37
Normal age: Number.....	44	894	694	700	583	600	476	351	241						4,583						
Percentage.....	10	75	56	55	42	43	38	32	29						42						
Accelerated: Number.....	409	296	271	257	858	227	246	140							2,270						
Percentage.....	90	26	22	20	68	27	19	13							21						
Retarded: Number.....				310	446	453	568	608	583	446	213	76	15	7	3,965						
Percentage.....				25	32	35	42	55	71	100	100	100	100	100	37						

TABLE 72.—Age-grade distribution of pupils in cities with less than 2,000 population.

	Under 6.	Over 6, under 7.	Over 7, under 8.	Over 8, under 9.	Over 9, under 10.	Over 10, under 11.	Over 11, under 12.	Over 12, under 13.	Over 13, under 14.	Over 14, under 15.	Over 15, under 16.	Over 16, under 17.	Over 17, under 18.	Over 18, under 19.	Over 19, under 20.	Total.	Normal age.		Accelerated.		Retarded.	
																	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Grade I.....	129	553	180	54	17	3	1	.....	.....	.....	.....	.....	.....	.....	.....	937	553	59	129	13	255	27
Grade II.....	9	128	296	147	54	25	5	2	.....	.....	.....	.....	.....	.....	.....	664	296	45	135	20	233	35
Grade III.....	1	29	110	369	176	56	22	14	.....	1	.....	.....	.....	.....	.....	778	369	47	130	18	269	35
Grade IV.....	.....	.....	12	145	320	176	78	27	14	1	1	.....	.....	.....	.....	774	320	41	157	20	267	39
Grade V.....	.....	.....	.....	5	123	328	199	113	54	20	8	3	.....	1	.....	844	328	38	128	15	388	47
Grade VI.....	.....	.....	.....	.....	6	80	249	165	72	33	13	1	.....	.....	.....	619	249	40	86	14	284	46
Grade VII.....	.....	.....	.....	.....	3	14	109	208	171	85	27	8	1	.....	.....	626	208	35	126	20	292	47
Grade VIII.....	.....	.....	.....	.....	.....	1	13	78	257	208	102	34	12	5	1	711	257	36	92	13	362	51
Total.....	139	708	598	720	699	653	676	607	568	348	151	46	13	6	1	8,968	2,580	43	993	17	2,390	40
Normal age:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number.....	.....	553	296	369	320	328	249	208	257	.....	.....	.....	.....	.....	.....	2,580	.....	.....	.....	.....	.....	.....
Percentage.....	.....	78	50	51	46	48	37	34	45	.....	.....	.....	.....	.....	.....	43	.....	.....	.....	.....	.....	.....
Accelerated:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number.....	139	155	122	150	132	95	122	78	.....	.....	.....	.....	.....	.....	.....	993	.....	.....	.....	.....	.....	.....
Percentage.....	100	22	20	21	19	14	18	12	.....	.....	.....	.....	.....	.....	.....	17	.....	.....	.....	.....	.....	.....
Retarded:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Number.....	.....	.....	180	201	247	260	305	321	311	348	151	46	13	6	1	2,390	.....	.....	.....	.....	.....	.....
Percentage.....	.....	.....	30	28	35	38	45	52	55	100	100	100	100	100	100	40	.....	.....	.....	.....	.....	.....

TABLE 73.—Age-grade distribution of pupils in cities with more than 2,000 population.

	Under 6.	Over 6, un- der 7.	Over 7, un- der 8.	Over 8, un- der 9.	Over 9, un- der 10.	Over 10, un- der 11.	Over 11, un- der 12.	Over 12, un- der 13.	Over 13, un- der 14.	Over 14, un- der 15.	Over 15, un- der 16.	Over 16, un- der 17.	Over 17, un- der 18.	Over 18, un- der 19.	Total	Normal age.		Accelerated.		Retarded.	
																Num- ber.	Per cent.	Num- ber.	Per cent.	Num- ber.	Per cent.
Kindergarten.	44														44						
Grade I.	379	894	273	61	18	2			1						1,031	894	56	379	28	338	72
Grade II.	30	283	694	249	106	23	18	4	3					1	1,417	694	48	323	24	400	28
Grade III.		2	263	700	320	118	31	17	7						1,459	700	48	265	18	494	84
Grade IV.			8	233	583	340	161	71	31	11	1				1,436	583	41	246	17	607	42
Grade V.				10	377	600	388	151	79	28	13	1			1,498	600	40	287	19	611	41
Grade VI.				8	70	228	476	363	179	68	24	7	1		1,425	476	34	304	21	645	46
Grade VII.				1	9	55	190	351	283	148	63	21	3	1	1,125	351	31	255	23	519	46
Grade VIII.						16	86	140	241	190	109	47	11	4	813	241	30	211	26	361	44
Total.	458	1,189	1,240	1,267	1,265	1,380	1,254	1,099	824	446	213	78	15	7	10,848	4,583	42	2,270	21	3,985	37
Normal age:																					
Number.	44	894	694	700	583	600	476	351	241						4,583						
Percentage.	10	75	56	55	42	43	38	32	29						42						
Accelerated:																					
Number.	409	296	271	257	297	246	140	140							2,270						
Percentage.	90	26	22	20	26	22	19	13							21						
Retarded:																					
Number.																					
Percentage.																					

Section 6. THE COURSE OF STUDY IN TOWNS AND CITIES OF SOUTH DAKOTA.

Legal requirements and the course of study.—The subjects taught and the special activities or special days and events observed or commemorated in the towns and cities are regulated by statute. Chapter 214 of the session laws of 1917 (see sec. 138 of the Laws of South Dakota) specifies that instruction shall be given in the common schools of the State in the following branches in the several grades in which each may be required:

Reading, orthography, arithmetic, geography, primary language and English grammar, history of the United States, history of South Dakota, physiology and hygiene, with special instruction as to the nature of alcoholic drinks and narcotics in their effect upon the human system, civil government, and drawing, and such other branches, including high-school subjects, as the electors of the district at the annual election may have ordered.

This general provision is added to by various enactments whereby the elements of vocal music, including, when practical, singing of simple music by rote, shall be taught.

Moral instruction intended to impress upon the mind of the pupils the importance of truthfulness, temperance, purity, public spirit, and respect for honest labor, obedience to parents, and due deference to old age shall be given by every teacher in public service in the State.

There shall be taught in the public schools of this State, in addition to other branches of study as now prescribed, a system of humane treatment of animals.

It is also provided that the proper officers are authorized and empowered in their discretion to appropriate funds for the purpose of defraying the necessary expense of a proper observance of Memorial Day each year.

The law also requires that on September 28, or on the school day in each year thereafter nearest that date, Frances Willard Day shall be observed in the different public schools of the State, one-quarter of the school day being set apart for instruction and appropriate exercises in patriotism, civic improvement, the history and benefits of the prohibitory amendment to the constitution, the prohibitory laws of the State of South Dakota.

An opinion of the attorney general, report of 1916, page 305, holds that the board of education has authority to provide for instruction in manual training and domestic science; also to prescribe a course of study. Chapter 225 of the Laws of 1917 provides that the board of education in each city constituting a municipal corporation of the first or second class, in addition to the inherent and other powers now vested in such board, shall have power to establish and maintain a uniform system of instruction in the grades to and including the eighth, in substantial conformity to the course of study adopted for the public schools of the State, to establish and maintain kinder-

garten departments, courses in physical training, courses of study and practice in vocational training.

Observations on the course of study.—The courses of study in use in the towns and cities of South Dakota were investigated in light of the legal provisions and requirements above set forth. In the 22 towns below 2,000 population, but three reported any course of study directions in use other than those provided in the State course of study. One of these merely issued three pages of typewritten directions in language and grammar. Another city reported a total of six typewritten pages supplementing the State course of study, one page being devoted to reading and literature, one to language and grammar, one to arithmetic, one to geography, and two to history. A third town reported a course of study in addition to the State course, consisting of 60 typewritten pages.

In the 15 cities above 2,000 population, seven reported course of study directions in addition to the State course of study. With one exception, however, this material was all issued in typewritten form. In cities 1, 4, 7, 10, 13, the typewritten material was organized by grades. In cities 2 and 9, the organization was by subjects.

The following comments by cities are descriptive of the course of study situation in these places:

City No. 1 issued extensive mimeographed outlines providing reference helps for pupils and teachers and indicating text omissions and text enrichments. Objective standards were suggested only in the subject of writing. There was evidence in this course of study that the teachers had participated rather liberally in the development of the details.

In city No. 2 complete mimeographed outlines in all subjects were provided. It was found, however, that a complete set of outlines was not furnished to each teacher, there being but one complete set for a building. Each teacher was furnished only with the outlines for the subjects taught by her. These outlines provided ample reference in the various subjects for pupils and teachers. In the examination of these outlines at the superintendent's office the following notes were made: In reading, each child is encouraged to read extensively, and an ample amount of material is supplied that he may be able to read very largely what he likes. In arithmetic the addition combinations to 10 were to be taught in the first grade. Omissions of obsolete material in arithmetic were not very liberally specified, although the language of the directions gives teachers freedom to make omissions according to their judgment. The geography course of study placed large emphasis on using such means as picture illustrations, construction, and so on, as a means of rendering the work concrete. The language course of study gave detailed directions in reference to a wide use of stories,

but specified the use of the book rather extensively. There was little formal grammar before the seventh grade, but after that large quantities of material now considered functionless were required to be taught. The physiology and hygiene outline was excellent, emphasis being directed to producing action and forming habits rather than to the mere teaching of facts to be remembered. The industrial and fine arts outline was quite detailed for the first seven grades. The art outline provided for picture study. The aim of the industrial arts outline was to enable the children to know how the world's work is done.

There were committees of three or more to give attention to the course of study in each of the following subjects: Reading, language, geography, arithmetic, physiology, history and civics, nature study and school gardens, music, drawing. The bulletin announcing the committees suggests they should meet about once in two weeks. The plan of working was the gathering of data in reference to actual practice and the gathering of sources of inspiration and guidance. Special emphasis was placed upon the study of courses of study and practices in other systems. Such books as the committees might need access to were to be provided by the board of education.

With provision made for working cooperatively, it was surprising to find so little evidence of motives for work, methods of teaching, results expected, illustrations of results secured. While non-operative as yet, the superintendent assured me that standard scales for the measurement of results secured were coming more and more into use and that he was hoping to be able to indicate the results expected in spelling, writing, arithmetic, and reading in terms of objective standards.

In city No. 4 courses were available in reading and literature amounting to 10 pages, in writing amounting to one page, in history amounting to one page, and in nature study amounting to two pages. Within these limits it is evident that there was merely space to indicate the text to be used and the scope to be covered.

In city No. 7, while the typewritten course was brief, it was good in the reference list if supplied for the use of teachers and pupils.

The course of study in the other three cities merely specified the books to be used and the limits to be covered. In their reports regarding their practice two superintendents indicated that the course of study is supplemented monthly by outlines. In so far as access was had to any of these outlines they merely indicated any modifications from the regular course of study in the pages or chapters to be covered.

It is evident from the foregoing description of the courses of study in use that the work in the towns and cities of South Dakota is far

all practical purposes directed by the State course of study, which was prepared with the thought of giving such general directions as might be followed by all schools of all types in carrying out the provisions of the law regarding what should be taught in the public schools of South Dakota. Owing to the small size of the towns under 2,000 population and of many of those above 2,000 population, it may be that the expense of printing a course of study based upon the State course of study but adapted to the particular needs of the community served is too great. If that be true, it would seem that local initiative in supplementing the course of study might be greatly encouraged if the State course were issued especially for the use of towns and cities in loose-leaf form, so that detailed additions to the work suggested might easily be made. Much help could be brought to teachers if a page could be inserted wherever necessary supplying sources of help which should be made available to teachers and pupils, lesson outlines for the guidance of the teachers, illustrations of results expected for the guidance of the teachers, method suggestions and games and devices for the guidance of the teachers, ways of motivating work for the teacher's assistance, problem procedure in teaching, socialized possibilities for the assistance and guidance of the teachers. This same form of issue would make it possible for a superintendent, as standard tests are applied to the results secured, to issue tentative objective standards to be inserted in the course of study for the guidance of teachers in the various grades and subjects.

In view of the above facts showing that the State course of study is essentially the guide in the work of instruction in the towns and cities of South Dakota, all of the criticisms and suggestions for improvement of the State course of study indicated elsewhere apply here. Further, in towns and cities more intimate adaptations to the peculiar needs of communities should be expected. These communities pay salaries enabling them to secure leadership capable of diagnosing community needs and of establishing ways and means of meeting them. Also, where larger numbers of pupils are congregated, as in towns and cities, differentiations to suit the needs of special abilities and to meet the vocational needs are economically possible to an extent that does not obtain in rural communities served by one-room schools. Actually, therefore, the suggestions for improving the State course of study could not be considered detailed and searching enough to supply all the criticisms and suggestions which should be made for the improvement of the course of study in towns and cities.

Section 7. **SOCIALIZING THE SCHOOLS IN THE TOWNS AND CITIES OF SOUTH DAKOTA.**

Socialization of schools defined.—The large objective in progressive modern education evidently is the socialization of the school. While it is becoming rather common for educators and teachers to state this as the object of their endeavors, there is not an overwhelming uniformity as to their meaning. It may be well, therefore, to raise the question as to what a socialized school or school system is. A person of ordinary intelligence knows when a railway is electrified, he knows the essentials of a modern house, he knows something about when a suit of clothes is in style; but the question as to what we mean by a socialized school or as to when a school is socialized needs a detailed and concrete answer, that the public which supports the public-school system may definitely understand the answer when they are told that we are endeavoring to improve the public schools by socializing them more adequately.

For the purpose of this discussion a socialized school is an institution so organized that its work and activities and methods of procedure are such that the result is immediately and directly a functional product. In other words, the pupil of a school so equipped should be able to enter upon the customary social and civic relationships. He should be able to share in the ordinary occupations of the working world, and satisfactorily discharge the duties which fall to him.

The progress which has been made in the towns and cities of South Dakota in socializing the schools can only be discussed briefly because of the limits of this survey. The discussion is presented under the proper heads in setting forth the essentials of a socialized school. Briefly stated, these essentials are as follows: Right objectives, appropriate subject matter in each of the school subjects, proper standards of discipline and control and of attainment in work, appropriate methods of teaching and management, satisfactory results.

The objectives of the socialized school.—The first essential of a socialized school is a body of objectives for its guidance which, if realized in its children, will fit them for successful social service. Everything that is done in planning all the details of a school must find its justification in the effort of the school to realize the objectives set up. The socialized school accepts as its general objective the training of the oncoming citizens for social efficiency. What this involves may perhaps be most adequately presented in a brief space in the following table:

TABLE 74.—*Social efficiency: The objective of modern education.*

Phases of efficiency.	Ingredients essential to social efficiency.			Planes of efficiency.		
	Knowl- edge.	Habits and skills.	Atti- tudes.	Ability to maintain one's self regardless of how it affects others.	Ability to maintain one's self and not in- terfere with welfare of others.	Ability to maintain one's self and aid progress of others.
1. Vital: Health and physical develop- ment.....						
2. Vocational: Agricultural, industrial, com- mercial, professional, and do- mestic.....						
3. Avocational: Right use of individual and so- cial leisure.....						
4. Civic: American and world citizenship.....						
5. Moral: Morality and religion, including social service.....						

As the above table shows, involved in the large objective of the school's work are five phases of efficiency—health or vital, vocational, avocational or leisure, civic, moral, and religious. These descriptive terms are so concrete that detailed explanation is unnecessary.

Concrete and satisfactory programs for the development of each of these phases of efficiency must be established in light of the ingredients entering into each of them. These the table shows to be knowledge, habits and skills, and attitudes. Further discussion as to the content of this terminology is unnecessary.

Not only must we strive earnestly to provide for all phases of the child's efficiency and for the ingredients essential to efficiency, but educators generally must be guided in reference to the thoroughness and efficiency of their work by a knowledge of the different planes of efficiency on which oncoming citizens may stop in their development. Manifestly, the ideal which should guide education is to raise every citizen possible to the highest plane of efficiency.

The basis for measuring the extent to which the guiding objectives in the schools of South Dakota meet the requirements of the objectives of the socialized school is the data gathered from the State course of study, the outlines issued in certain towns and cities to supplement the State course of study, and the bulletins issued by the superintendents of schools and the supervisory staffs in directing the execution of the course of study. The State course of study implies the aims or objectives in teaching the various subjects to a greater extent than it states them specifically, although this course

compares favorably with the average course of study in its attention to defining aims and objectives in the subjects of geography, arithmetic, language and grammar, and physiology and hygiene. No course of study as yet has attempted to show with reference to each subject just what its teaching should contribute to the establishment of each phase of efficiency—vital, vocational, avocational, civic, moral, and religious; nor has any course of study yet attempted to indicate just what knowledge, just what habits and skills, and just what attitudes should result from the teaching of each subject in the curriculum. Evidently, a more exact definition of the phases of efficiency to be ministered to through teaching and of the ingredients to be established is desirable.

The State course of study in physiology and hygiene is a fairly satisfactory model from the standpoint of stated aims in teaching of what all courses of study should do. Even it, however, is not sufficiently detailed and specific. Preceding the directions for the work of each year, however, the aim is indicated. The following sentences will illustrate: The aim in the work of the fourth year is—
to strengthen the child in habits of right living; to make him act automatically in the matter of caring for himself; and to give him understanding, in so far as he is capable of knowing, about the necessity of precaution in every case of danger; to correlate the work in this subject with the work in every other subject in such way that there may be no sharp distinctions.

The aim of the sixth year work is—

to have the pupil get an idea of some of the laws of nature that help to maintain health.

The aim of the eighth year work is—

to fix definitely in the mind of the pupil the real value of a sound body and a sound mind. The pupil should be taught that good health is the best thing in the world; that his success in life will depend largely upon his ability to do his part of the world's work, and that his ability to do his part will depend entirely upon his physical and mental fitness.

The aims as stated are not quoted in full, but the sentences quoted are illustrative of the definiteness with which the aims in the teaching of physiology and hygiene are indicated.

The failure of a course of study to state aims adequately may be somewhat satisfactorily atoned for if the concrete results expected are fully illustrated. In this respect, however, the State course of study is lacking. It does this most adequately in the subjects of arithmetic and language and grammar. Even in those subjects, however, the results expected should be detailed much more fully, and illustrations easily understood by the average teacher should be provided.

The failure of a course of study to indicate aims and objectives in accordance with the terminology employed in the table above may

be fairly adequately met by indicating objective standards, such as the application of the standard tests in arithmetic, writing, spelling, geography, language, and silent reading has made it possible to establish. The limitation in relying upon the indication of objective standards is that they are not available for all the subjects and are not applicable to all phases of the subject matter in any subject, nor to all of the outcomes essential to social efficiency. The State course of study, however, has not supplemented its failure to state aims and objectives adequately by the indication of objective standards. Only one city reports having supplemented the State course of study by indicating objective standards as a guide to its teachers. Undoubtedly, however, in the immediate future, as the result of the initiative on the part of superintendents and teachers and as the result of the cooperative research work done by the Northern Normal and Industrial School, tentative objective standards will be available in many of the towns and cities for the guidance of teachers in their work.

The subject matter of the socialized school.—The second essential of the socialized school is an appropriate body of subject matter and an appropriate body of opportunities and activities through which the objectives of the school may be realized. Many careful and extended studies of the last two years have made it clear that only those materials which have large value in relation to the outcomes sought through education should be retained in the curriculum. The criticisms of the content of the State course of study appearing elsewhere apply here, and need not be repeated.

It can not be considered, however, that satisfactory progress has been made in the socialization of the curriculum for the towns and cities of South Dakota until all obsolete, functionless subject matter has been eliminated therefrom, nor until such enrichments of the curriculum have been made as modern progress in all fields of knowledge make possible. The various studies (particularly those in Part I of the fourteenth, sixteenth, and seventeenth yearbooks of the National Society for the Study of Education, being the reports of the National Education Association Committee on Economy of Time pertaining to minimal essentials in the elementary school subjects) are available as guides in determining the subject matter which should be taught in the various elementary school subjects. It can not be considered that any final studies have been made, but no course of study which is not formulated with due regard for the recommendations in the efforts above referred to—to formulate minimal essentials—can properly be considered to be socialized to the extent even that is possible with present knowledge.

From the standpoint of desirable differentiations in the upper grades, the curriculum in the towns and cities of South Dakota is

hardly satisfactory. As was pointed out elsewhere, no community can properly be said to have a junior high school. The opportunities offered, with slight exceptions, in three cities to the pupils in the upper grades are the traditional seventh and eighth grade course of study in use in all schools throughout the United States.

Provision should be made for enabling the pupils of these grades to elect work in keeping not only with their abilities and dominant interests, but in keeping with their immediate educational and vocational intentions. In view of the varying differences in children, provision is not made adequately by the traditional uniform course of study.

The standards of the socialized school.—The third essential of the socialized school is the standards needed for guidance in all the details of the school. These standards are of three kinds, at least: (1) Those pertaining to discipline; (2) those pertaining to equipment; and (3) those pertaining to attainment in work.

The standards of discipline to be maintained and the methods by which they are to be enforced are not discussed in the State course of study, nor in any of the bulletins of any of the superintendents included in this study. These standards can only be judged, therefore, upon the basis of the schools visited. Of the 107 teachers seen at work in their classrooms by the observer, there were but five cases of poor discipline, in which the school was "running riot." In the other schools there was what is called "good order." The pupils were quiet and were busy about their work. The number of schools visited, however, in which there was evident freedom and naturalness on the part of the pupils was small. Predominantly, the children were holding their hands or in other ways securing the permission of the teacher to do common, ordinary things which they ought to be trained to do without interfering with the teacher's other duties, such as passing to the dictionary, passing to the wastebasket, consulting the library, consulting the atlas or wall map, and so on. A school could hardly be considered to have progressed very far in the matter of establishing freedom and independence and self-control in which the teacher stands guard, applying to every act of every child the standard which she has set to be maintained.

In the matter of equipment standards, the observer was unable to secure from any superintendent a standard list by which equipment was supplied to the schoolrooms of any grade or to buildings of any size or to schools of any particular type. As a guide to teachers and principals in making requisition for materials needed, a standard equipment list should be developed. The following standard building equipment list in use in a certain city will illustrate the meaning intended here:

STANDARD BUILDING EQUIPMENT.

Building.

Set of relief maps :

- a. World (4 A, 7 A).
- b. United States—2 (4 A, 6 B).
- c. North America (3 A, 4 B, 5 B, 6 B).
- d. Europe—2.
- e. South America (4 A, 6 A).
- f. Kansas (3d. 6 B).
- g. Asia (4 A, 7 B).
- h. Africa (7 A).
- i. North America—physical.
- j. South America.
- k. Europe—physical.

Balances (scales).

Reference books—New educational reference work.

Unabridged dictionary, to be kept in highest grade room.

Foster's history chart.

Globe.

Hectograph.

Paper cutter.

Pencil sharpener.

Printing outfit.

Sand table for each floor.

Scissors—2 sets.

Grades.

- First: Kindergarten chairs, pair of large scissors, sand table.
- Second: Pair of large scissors.
- Fourth: Academic dictionary.
- Fifth: Academic dictionary.

Sixth: Collegiate dictionary.

Seventh: Collegiate dictionary.

Eighth: Government map of Territorial divisions.

As was pointed out in the discussion of the course of study, the attainment expected in work is not specified in the towns and cities of South Dakota in terms of objective standards, nor are concrete illustrations given of the type of results which teachers are expected to secure from grade to grade in the various subjects.

Methods of managing and teaching the socialized school.—The fourth essential in the socialized school is appropriate methods of managing and teaching. In the matter of management, the business world has thoroughly demonstrated that the keynote in any enterprise promising success is cooperation. The most progressive school systems generally have likewise come to this point of view and are modifying their attack accordingly. There is no longer any place for the "know it all," the autocrat, or the martinet in education any more than in business or government. In all of the school's problems or undertakings the cooperative attack must be employed.

The extent to which superintendents and principals in the towns and cities of South Dakota work from this standpoint was only to be gathered from the reports regarding meetings held and from personal conferences with them. As was noted in the discussion of the course of study, the teachers participated in the development of these courses in at least three towns and cities studied. There was internal evidence that they had made contributions in two other cities. The following notes left with the teacher following the superintendent's visit evidence a proper cooperative relation.

QUESTIONS ON THE ASSIGNMENT.

1. Am I careful in my assignments to state very definitely just what is to be done, and how?

2. Are my assignments made orally or written on the blackboard so that misunderstanding is impossible?

3. Is a misunderstanding of the assignment ever allowed to pass as an excuse for not having the lesson?

4. Do I outline the next lesson, showing the main things to be noted, or the pupil's first introduction to each lesson obtained from his own study of textbook?

5. Is my assignment of the next lesson made by topic or by pages?

6. Do my assignments to supplementary reading state the book, the chapters, the pages, or is a topic given, leaving pupils to find it where they can?

7. Do I prepare the advance lesson before it is assigned?

8. Do I assign merely the amount to be studied for the next lesson, or do I show the pupils how to study it?

QUESTIONS ON THE TEACHER'S PREPARATION.

1. Do I outline the thought of the text on paper as I study it?

2. Does anything short of a complete understanding of the topic satisfy me?

3. Do I make use of (1) the reason, (2) hearing, and (3) sight to fix ideas in my mind?

4. Do I stop to think out illustrations and examples as I study?

5. Do I swallow whole what I read or do I insist upon evidence and proof?

6. Do I study while I study, or merely "spend time on my lesson?"

7. Do I study a subject from the point of view of teaching it?

8. Do I study, knit, talk, and eat peanuts at the same time?

9. Do I take time to think over and digest what I have studied?

The responses of teachers, principals, and superintendents in reference to cooperative relations with the public are indicative of good attack from this standpoint. The following table shows the cooperative activities, together with the distribution of the same, reported by 593 elementary school-teachers in the towns and cities of South Dakota:

TABLE 75.—Cooperative activities in 593 elementary schools in South Dakota towns and cities.

Type of activities in which schools cooperated with the community.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total
Junior Red Cross organization.....	141	53	
Food conservation.....	143	37	
Thrift stamps and baby bonds.....	66	28	
Gardens.....	63	9	
Donations to Red Cross.....	33		
Red Cross work.....	146	80	
Sold Red Cross Christmas seals.....	46	27	
Assisted in Y. M. C. A. drive or contributed.....	24	3	
Red Cross members.....	25		
Contributions to relief funds.....	17	1	
Less candy, etc.....	3	3	
Soldiers' library fund.....	7		
Y. W. C. A. contributions.....	3		
Assisted Liberty loan drive.....	4		
Temperance.....	11	1	
Own Liberty bonds.....	17	8	
Subscription to local funds.....	15		
Clean-up work.....	67	16	
Tagged shovels.....	14	7	
Nothing.....	4	5	
Not reporting.....	26	12	
	871	290	

One superintendent reports the following community activities aided by the schools: Adult Red Cross work (participated in by teachers and pupils), Junior Red Cross auxiliaries, elaborate program furnished for municipal Christmas tree, high-school boys were enlisted in farm work, everything possible was done to further the food-conservation propaganda, thrift stamps, baby bonds, and Liberty bonds were sold through the schools, "Tag your shovel day" was observed, flower and vegetable gardens were planted throughout the community by the pupils, vacant lots were cleaned of rubbish and cultivated. Doubtless this report duplicates certain items reported by the teachers from the city concerned in the table quoted above, but the list of undertakings in which the schools have co-operated with the community is presented as typical.

Evidence of the socialization of the methods of teaching and conducting the school activities of the children was altogether too limited. Too generally the school work visited evidenced that the children had studied paragraphs, pages, and chapters in their textbooks and were reciting them to the teacher rather than discussing them and sharing them with each other. For illustration, the observer listened to a 25-minute language lesson in a fifth grade in which the children attempted to define and illustrate and otherwise talk learnedly about monosyllables, dissyllables, trisyllables, and polysyllables. When the lesson had finished two or three of the brighter pupils understood intellectually what they had been talking about. Of course, even that mastery would soon pass, as the pupils would find the information of absolutely no practical use and therefore would have no occasion to employ it as would be necessary to fix it in memory.

In the matter of spelling also, although the common ordinary words in the examination papers and composition papers were found to be misspelled, in schoolroom after schoolroom the children were trying to acquire the spelling of such words as the following, taken from a fifth-grade assignment: Demeanor, Phrixus, Colchis, devour, execrable, infancy, bug-bear, delectable, Aetes, potentate, dethrone, obeisance, chiron, propriety, execute, solicit, rejoin, vulcan. In the seventh grade the children were not only to master the spelling of the following list but were to be able to write each word and mark it correctly diacritically during the spelling lesson: Authentic, ominous, vicissitude, venerable, maimed, current, commodities, farthing, species, tankards, billion, buccaneers.

In only 11 classes did the children talk with and to each other, asking questions of each other, differing with each other, and offering additional information on the topic or subject the child leading the discussion had reported upon. In two of these schools the children had a variety of books at their disposal and were discussing

a topic pertaining to the coal famine, which prevailed at that time, with considerable naturalness and ease. In seven lower-grade classes the children were engaged in playing games with naturalness and enthusiasm, being employed in the teaching of phonetics, spelling and good usage of language.

The reports from teachers show that there was some attention given to combining rooms as a means of enabling one class to share its good work with one or more other classes. The following table shows the distribution of this tendency:

TABLE 76.

Rooms combined in school work.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Regularly.....	167	49	21
Not at all.....	56	40	9
Occasionally.....	120	44	16
Not reported.....	84	33	11
	427	166	59

The following table shows the types of program activities participated in by the rooms and the teachers of the towns and cities reporting:

TABLE 77.—Types of program activities.

Types of program activities participated in by rooms.	Teachers in cities of 2,000 population or over.	Teachers in cities having a population of from 1,000 to 2,000.	Total.
Special day programs.....	205	52	25
Red Cross.....	17	21	3
Music.....	4	4	
Exhibits.....		2	
Public entertainments.....	100	29	12
Parents meetings.....	107	6	11
Regular assemblies.....	18	1	1
Reporting none.....	37	13	5
Not reporting.....	29	48	7
	517	176	69

One city supplied the observer with a number of programs which had been prepared for the purpose of enabling all of the grades participating to share with each other their good work. The following typical program is quoted as illustrative of the type of thing which should become more common:

OPENING PROGRAM.

Patriotic song	School.
Rhythms and games	Kindergarten.
Slumber song	Girls' chorus.
Boating song	
Danish dance of greeting	First-grade girls.
Halloween song	Seventh grade.
Washing the clothes	Intermediate grades.
Reap the flax	
Halloween parade	First-grade boys.
Sailor song	Boys' chorus.
Halloween	Second grade.
The story of a seed	Third and fourth grades.
Story of the Boston Tea Party	Doris Willard.

Boston Tea Party.

(Characters listed with names of pupils taking part.)

The Star Spangled Banner	School.
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The following program was supplied by one of the smaller towns reporting:

Folk Dances.

First grade, 1. Bohemian; 2. Children's Polka	Miss Mangan.
Second grade, Bleking	Miss Waugh.
Third grade, Bouree	Miss Krause.
Fourth grade, Ace of Diamonds	Miss Curry.
Fifth Grade, Rustic Reel	Miss Spensley.
Sixth and seventh grades, Maypole Dance	Miss Mangan.
Song, "Old Glory"	Chorus.

National Songs and Living Pictures.

1. America, "The Melting Pot"	Miss Waugh.
2. "Dixie"	Miss Waugh.
3. "Columbia, the Gem of the Ocean"	Miss Waugh.
4. "When Johnny Comes Marching Home Again"	Miss Waugh.
5. "Yankee Doodle"	Miss Curry.
6. "The Girl I Left Behind Me"	Mrs. Scott.
7. "Hail Columbia"	Mrs. Scott.
8. "The Star Spangled Banner"	Mrs. Scott.

It should be remarked that recently erected buildings in at least five cities provide special facilities for promoting meetings of the entire school in assembly exercises. Evidently, teachers and principals have not had sufficient training in their normal school and university courses to show them the value of making use of these provisions and to equip them in ways of making profitable use of such facilities. Reports indicate that five superintendents are particularly anxious to provide facilities and equipment and in other ways en-

courage the social meetings of the school as well as encourage the use of the school by the patrons and by civic organizations.

Measuring results of school activities.—The fifth essential of the socialized school is the securing of results which approximate the ends set up for realization. The administrative plans must provide for the regular, systematic, and scientific checking of the results which the schools are producing. This aspect of the work is not thoroughly provided for in any town or city school system in South Dakota. However, superintendents and principals are to be commended for their endeavors to cooperate with agencies in the university or normal schools which seek to evaluate the results secured through the application of standard tests.

CONCLUSIONS AND RECOMMENDATIONS.

1. The law should provide for the responsible participation of the superintendent of schools in the making of the annual report, "financial as well as educational, of all of the schools." This report is now made by the clerk.

2. In accordance with modern practice, higher qualifications than are now required under the law should be enforced upon persons aspiring to be superintendents of town and city schools. In South Dakota, in addition to successful experience, the A. B. degree or its equivalent should be required.

3. The compulsory education law should be strengthened so that if a child is instructed outside of a public school, the persons instructing shall possess qualifications equivalent to those required of teachers in the public schools.

4. All boards of education should transact their business without committees, except as special and temporary committees may be appointed to do specific pieces of work.

5. It would make for dignity and efficiency in the transaction of educational business if all boards were required to provide a public school office for the superintendents of schools and transact all school business there.

6. The law should define elementary schools (grades 1 to 6), intermediate (junior high) schools, and secondary schools (senior high), and provide for encouraging the development of intermediate schools.

7. Unless the provision of the law that all school-building plans shall be approved by the State superintendent's office will effectually reach the improvements needed in school plants, the law should specify lighting, ventilating, seating, gymnasium, auditorium, and fire-protection standards.

8. The law should definitely encourage the provision of educational and recreational advantages during the vacation season.

9. A law should be enacted requiring all boards of education to file with the State superintendent a copy of the printed rules and regulations governing the schools they control.

10. Provision should be made to insure the use of standard report and record forms, including the use of cumulative record cards in keeping the records of pupils.

11. The State course of study should be issued to towns and cities in such form as to encourage local initiative in modifying it to adopt it to local needs.

12. There should be State legislation regulating the minimum salaries teachers may be paid. Advancement in equipment up to a good standard should be compulsory and should be rewarded by annual salary increments.

13. Provision should be made through State and, perhaps, local communities to provide special facilities (1) for helping retarded children and for preventing retardation, and (2) for giving proper education to atypical children. If necessary, superintendents should be required to make a report annually showing pupil distribution by ages and grades that the extent of retardation, normality, and acceleration may be studied at least once a year.

Chapter XVI.

THE HIGH-SCHOOL SYSTEM.

Section 1. THE PROBLEMS OF THE HIGH SCHOOLS OF SOUTH DAKOTA

The high schools of South Dakota are for the most part small, with few pupils and few teachers. They are widely scattered, but the great majority lie in the eastern third of the State. They are not recognized in the State law, so far as the distribution of funds is concerned. There is no high-school inspector. There are conflicting laws regarding the certification of teachers, forgotten clauses concerning the content of the program of studies, provision for some types of high schools that do not even exist.

That the present system of high-school instruction is not all that it should be is indicated in the following array of facts, favorable and unfavorable:

(1) *South Dakota has a smaller per cent of its possible high-school pupils enrolled in high school than any other State in the north central or western group. New Mexico alone excepted.*—If a person takes the data for 1915, determines the number of children in the States 15 to 19 years of age, finds the per cent of the total population enrolled in public high schools, and then finds the ratio of this per cent to the number 15 to 19 years of age, he arrives at the per cent of those enrolled of those 15 to 19, which may be assumed as a fair measure of those who might be enrolled. If it excludes those under 15 who may be in high school, it includes many over 17 who have graduated. The facts are given in the following table.

TABLE 78.—*Per cent of population in high schools, North Central and Western States.*

States.	Per cent of total population enrolled in public secondary schools.	Per cent of total population between the ages of 15 and 19, inclusive.	Per cent of population 15 to 19 enrolled in public secondary schools.
California.....	2.39	8.2	29.1
Oregon.....	2.07	9.0	23.0
Kansas.....	2.26	10.1	22.7
Washington.....	1.86	8.7	21.4
Iowa.....	2.16	10.2	21.2
Nebraska.....	2.18	10.4	20.9
Colorado.....	1.73	8.9	19.4
Utah.....	1.92	10.0	19.2
Indiana.....	1.94	10.2	19.0
Michigan.....	1.78	9.6	18.5
Idaho.....	1.71	9.3	18.3
Minnesota.....	1.74	9.7	17.9
Nevada.....	1.14	6.4	17.8
Montana.....	1.36	7.9	17.7
Ohio.....	1.64	9.8	16.7
Wisconsin.....	1.64	10.1	16.2
Illinois.....	1.40	9.5	14.7
Wyoming.....	1.10	7.9	14.0
Missouri.....	1.33	10.5	13.1
Arizona.....	1.07	8.5	12.6
North Dakota.....	1.23	9.8	12.5
South Dakota.....	1.24	10.0	12.4
New Mexico.....	.69	9.9	7.0

(2) *South Dakota stands well in the number of schools and of teachers.*—In 1916 South Dakota had one high school for every 3,290 people in the State, and one high-school teacher for every 970 people. The comparison with certain States is as follows:

TABLE 79.—*South Dakota and other States compared as to schools and teachers.*

States.	Number of schools in 1916.	Number of teachers in 1916.	Population in 1910.	Population—	
				Per school.	Per teacher.
Nebraska.....	423	1,596	1,192,214	2,810	750
Iowa.....	606	2,891	2,224,771	3,660	770
Kansas.....	450	2,094	1,696,949	3,760	810
Minnesota.....	279	2,288	2,075,708	7,440	907
North Dakota.....	173	629	577,056	3,330	915
Indiana.....	598	2,901	2,700,876	4,500	930
South Dakota.....	177	601	585,883	5,290	970
Wisconsin.....	312	2,224	2,333,860	7,460	1,040
Michigan.....	410	2,602	2,810,173	6,890	1,070
Ohio.....	798	4,176	4,767,121	5,970	1,140
Missouri.....	512	2,240	3,293,335	6,440	1,470

(3) *South Dakota has more square miles per public high school than any other State in the north central group.*—This, of course, means that while there is no great difference in the number of schools per unit of population, there is a large problem in regard to the size of the State and the sparseness of population. This emphasizes the problems of centralization of control, of inspection, and supervision.

TABLE 80.—*Square miles per high school, North Central States.*

	High schools. ¹	Area of State (sq. miles).	Square miles per high school
Ohio.....	798	41,040	51
Indiana.....	568	36,354	64
Illinois.....	658	56,665	86
Michigan.....	410	57,980	141
Wisconsin.....	312	56,066	180
Minnesota.....	279	84,682	304
Iowa.....	606	56,147	93
Missouri.....	512	69,420	136
North Dakota.....	173	79,637	460
South Dakota.....	177	77,617	438
Nebraska.....	423	77,520	183
Kansas.....	450	82,156	183

¹ Number of schools reporting to Bureau of Education in 1915-16.

The study which follows will take up a few of the problems which these small, scattered, and poorly attended high schools are forced to meet. In general the problems are those which pertain to all the schools, not to a few; and they will be treated from the point of view of the State as a whole. These are (1) the problem of the program of studies, (2) the problem of adequate supervision, (3) the problem of State aid, (4) the problem of a proper teaching force, (5) the problem of economy in time of war, and (6) the problem of equalization of opportunity. In certain features each individual school will be compared with others.

Section 2. THE PROBLEM OF THE PROGRAM OF STUDIES.

So far as the State law is concerned the high schools of South Dakota are left practically free in their choice of subject matter. There is one clause in the law which prescribes that schools must teach the humane treatment of animals and that no experiments upon live animals may be tried in schools. Moral instruction is also required in every school in the State; this instruction to be given in truthfulness, temperance, purity, public spirit, patriotism, respect for honest labor, obedience to parents, and due deference to old age. Physiology and hygiene must also be taught with special reference to alcohol and narcotics. "as thoroughly as arithmetic and geography." All further regulation of the program of studies comes from the power given to the State superintendent of public instruction of inspecting all high schools and accrediting them to institutions of higher learning. This means that the State superintendent has the power to say to a school that a certain subject shall or shall not be taught at a given time. The school may obey or not as it sees fit, the penalty for failure to comply being the removal of the school's name from the accredited list, with the loss of prestige that goes with it. Only 86 out of 200 schools were accredited in 1916-17.

The regulations for the program of studies for the accredited high schools are as follows:

Constants: The constants or required subjects of an approved high-school course shall be—

	Units.
English I, II, and IV as defined in the high-school manual.....	3
American history and government.....	1
Algebra, to quadratics.....	1
Plane geometry.....	1
Science, one year's work in any of the following: (1) Physics, (2) chemistry, (3) botany, (4) zoology, (5) physiography.....	1

Electives: The electives of the course shall be—

Latin	4	Physiology	$\frac{1}{2}$
German	4	General science.....	$\frac{1}{2}$
French	2	Advanced algebra.....	$\frac{1}{2}$
English III.....	1	Solid geometry.....	$\frac{1}{2}$
Ancient history.....	1	Trigonometry	$\frac{1}{2}$
Medieval and modern history.....	1	Physical training.....	$2\frac{1}{2}$
English history.....	1	Public speaking.....	$1\frac{1}{2}$
Economics	$\frac{1}{2}$	Vocal music.....	$1\frac{1}{2}$
Physics	1	Manual training	(²)
Chemistry	1	Domestic science.....	(²)
Botany	1	Agriculture	(²)
Zoology	1	Commercial branches	(²)
Physiography	1	Pedagogy	(²)

A one-year high school shall offer English I, elementary algebra, and two electives; a two-year school shall offer English I and II, algebra and geometry, and four electives; a three-year school shall offer six constants, including those offered for the two-year schools; while a four-year accredited school shall offer all of the constants and not less than eight of the electives. Credit will not be allowed for American history and government, physics, chemistry, or trigonometry if given before the third year of the course, nor for economics if offered before the fourth year.

What an effective high-school program should offer.—An efficient high-school program of studies should give to every pupil a maximum of knowledge and training which will be of real service in the life that he is to lead. This implies at least three points of emphasis. The pupil must be trained to earn a living, so that he will not be economically dependent upon his graduation from school. The pupil must be a good member of society, which implies that he must have good health, must be a loyal, patriotic, and public-spirited citizen, that he must be moral and upright, and that he must be able rationally to make good use of his leisure period. The pupil must have the most for his time in school. The program of studies must be adapted to the needs of the boy or girl who is going to drop out, quite as well

¹ In a four-year school only.

² As defined in high-school

as to the needs of the graduates. There are therefore at least three elements which a well-worked-out course of study should provide for: (1) Vocational direction, (2) cultural training, and (3) provision for those who drop out.

If a high school were equipped with a large teaching force and with boys and girls, all of whom were going into the same profession and all of whom were to remain in school full four years, it would be quite possible to have an efficient program of studies. This, however, is not possible in the high schools of South Dakota. Pupils are dropping out all along the four years of the course. A wide variety of occupations are followed by the graduates of these schools. Few teachers and narrow lines of work are the rule. The efficient program of studies for this State will therefore be the best compromise between the three elements, probable stay in school, probable occupation of the pupils, and the ability and capacity of the teachers to do the needed work.

The size of the schools of South Dakota, with their importance as shown by the number of teachers employed and the number of pupils attending, is given in the following table:

TABLE 81.—*Size of the schools in South Dakota.*

Number of teachers.	Number of schools employing.	Percentage of schools.	Cumulative percentage. ¹	Number of pupils attending these schools.	Percentage of pupils.	Cumulative percentage. ¹
		<i>Per cent.</i>	<i>Per cent.</i>		<i>Per cent.</i>	<i>Per cent.</i>
1.....	22	14	14	252	2.5	2.5
2.....	42	27	41	991	11.0	13.5
3.....	34	21	62	1,436	15.5	29.0
4.....	17	11	73	975	10.5	49.5
5.....	11	7	80	648	7.5	47.0
1-5.....	126	80	80	4,302	47.0	47.0
6-10.....	21	13	93	2,157	23.0	70.0
11-15.....	6	4	97	1,206	13.0	83.0
16-20.....	2	1	98	692	7.5	90.5
21-25.....	1	1	99	328	3.5	94.0
26-30.....	1	1	100	562	6.0	100.0

¹ Includes all given above each number.

These data are very significant when considering the possibilities of the program of studies. Nearly one-third of the high-school pupils in nearly two-thirds of the schools have but three teachers, including the principal, to instruct them. Four-fifths of the schools instruct nearly one-half of the pupils of the State with a teaching staff of five teachers or less, including the principal.

The possibilities for real vocational training.—It is generally recognized that real training calculated to provide efficiency in a particular vocation is no easy task for the school. The Smith-Hughes Act and its administration by the Federal board have shown that a great amount of practical experience in the work in question

under shop or farm or home conditions is necessary to this training. The numerous rules and regulations that are being laid down show that it takes special training upon the part of the teacher, a special attitude upon the part of the school, special equipment, and much time. Vocational education is quite possible in some of the larger high schools in South Dakota. Here there are enough pupils, enough teachers, and equipment to carry out the enterprise successfully. In many of the smaller schools the only possibility would be that there might be enough pupils (nearly all) going into some one occupation, so that the entire attention of the school might be turned in that direction.

If the boys and girls entering in 1918 have anything like similar experiences to the boys and girls who have been in school since September, 1914, the conditions given below under Groups I, II, and III may be expected.

The following arbitrary classification was adopted on the basis of the returns received: Group I, high schools reporting enrollments of 110 or more; Group II, high schools reporting enrollments of 50 to 109, inclusive; Group III, enrollments of 49 or less.

Group I.—Of 100 boys entering high school, 50 will leave before the close of the fourth year, 27 will go on to college, 14 will go into trade or industry, 13 will go on the farm, and 13 into business. Others will go into scattering occupations.

Of 100 girls, nearly half will go on to school or college, about one-fifth will stay at home or marry immediately after leaving school, about 15 will go into offices, and 23 will teach school.

Group II.—Of 100 boys and girls entering school, 40 will leave school before graduation.

Of 100 boys entering high school, 26 will go on to college, 25 will go on the farm, 10 into business, 6 into teaching, and 8 into trade or industry.

Of 100 girls entering school, 30 will go on to college, 26 will remain at home or marry immediately after leaving school, 5 will go into business, and 34 will teach immediately after leaving school, only half of the latter remaining to graduate.

Group III.—Of 100 pupils entering school, 60 will leave before completing four years' work. Part of this is due to three and two year schools, but this is taken account of in the data given above.

Of 100 boys entering, 24 will go on to college, 35 will go on the farm, 7 into business, 3 into teaching, and 6 into trade or industry.

Of 100 girls, 35 will go to college, 19 will remain at home or marry, 10 will go into office work, while 29 will teach.

In all three groups college preparation is the type of work pursued by the greatest number. For the boys, commercial training and agriculture rank next in order, the commercial training being of greater importance in the larger schools, agriculture in the smaller. For the girls, preparation for teaching claims the largest number, next to college preparation. It is unfortunate for the rural schools of South Dakota that nearly one-third of the high-school girls teach

without further preparation, and that one-half of these leave school before graduation.

The following is the distribution of pupils taking courses in these high schools during the first semester of 1917-18. The number after each subject indicates the number of pupils who have registered for a course in that subject, one pupil registering for two courses in the same subject counting as two:

TABLE 82.—*Number of pupils registered in courses in the various subjects, first semester, 1917-18, arranged in groups, for 157 schools.*

Subjects.	Group I (19 schools).	Group II (36 schools).	Group II (103 schools).
Total number pupils enrolled in schools.....	3,975	2,634	2,6
Number of registrations in college preparatory subjects:			
English.....	4,481	2,435	2,1
Science.....	3,154	1,516	1,3
Mathematics.....	2,424	1,338	1,5
Latin.....	1,189	952	6
Modern languages.....	1,617	810	5
History.....	1,889	1,309	1,6
Registration in vocational subjects:			
Commerce.....	1,511	492	4
Manual arts.....	1,067	506	1
Household arts.....	1,787	563	5
Agriculture.....	182	76	
Teaching.....	96	134	

The subjects offered by the high schools are given in the following table:

TABLE 83.—*Subjects offered by South Dakota high schools.*

Subjects.	Group I (19 cities).		Group II (33 cities).		Group III (82 cities).	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
English.....	19	100	33	100	82	100
Mathematics.....	19	100	23	100	81	99
Science.....	19	100	33	100	76	92
History.....	19	100	33	100	75	91
Latin.....	19	100	27	81.8	55	67
Modern languages.....	18	94.7	25	75.8	49	59
Commerce.....	12	63.1	15	45.4	26	31
Manual arts.....	15	78.9	16	48.5	7	8
Household arts.....	17	89.4	14	42.4	8	10
Agriculture.....	10	52.6	5	15.1	8	10
Teaching.....	4	21.0	3	9.0	3	4

Vocational training in the larger high schools.—It is quite possible for the larger high schools of South Dakota to give real vocational training. It takes money. It takes expensive and well-trained teachers. It takes equipment. The large enrollment in commerce is justified by the experience of past classes. Nevertheless, when past experience shows that about the same number of high-school boys enter trade and industry and agriculture as do commercial pursuits, it is not right that over 1,500 shall be enrolled in commerce classes, over 1,000 in manual arts, and less than 200 in agriculture, particu-

larly as South Dakota is preeminently agricultural. In a similar way, only 96 girls are taking work in teacher training, while 25 per cent teach without further preparation. A few classes in methods of teaching the elementary-school subjects, with opportunity for observation and a limited amount of practice in the local schools, would serve to raise professional problems for these young girls which would tend to stimulate a better professional attitude and have the ultimate result of building up attendance at the normal schools.¹ For the schools of Group I, therefore, the committee recommends that—

- (1) The emphasis being placed upon commercial work be continued.
- (2) The emphasis being placed upon home economics be continued and that more work be given, if possible.
- (3) The work in industrial arts and agriculture be greatly increased.
- (4) The facilities for teacher training be increased. That four-year accredited high schools organize teacher-training departments in a fifth or graduate year, as recommended in Chapter XIX of this report.

For the schools of Group II, ranging in size from 50 to 109, it is difficult to recommend much vocational training. We find that at present about one-third as many are registered for commerce, home economics, and manual arts as are registered for college preparatory subjects. This is necessarily due to the size of the schools and the constricted condition of the program of studies. It is strange, however, that these subjects should be so popular, when few go into commerce or industry and when more than one-fourth of the boys go on the farm and more than one-third of the girls teach. For the schools of Group II, when it is at all possible to add work in vocational training, the committee recommends—

- (1) That the facilities for the teaching of agriculture be greatly increased, even at the expense of commercial subjects.
- (2) That the facilities for teacher training be increased.
- (3) That home economics be further emphasized.

The schools of Group III, all with four teachers or less, half with two or one, represent a very difficult problem. Here, while the student bodies are small and equipment and apparatus meager, nevertheless the occupational features are quite distinct. More than one-third of the boys farm. More than one-third of the girls teach. Despite this fact, there are only 52 registrations in agriculture and 50 in teacher training out of 2,641 pupils. We can not pass over lightly the vocational responsibilities of these schools. Many of these small schools offer the only educational opportunities that are anywhere available for miles about. Nearly 30 per cent of the pupils go to these schools. They can not be neglected. The committee recommends that agriculture and home economics be empha-

¹ For details of teacher training in high schools, see Chapter V.

sized in the order named if any vocational education be attempted. This, of course, is doubtful in these small schools.

The possibilities for cultural training.—Certain responsibilities the high schools have in connection with earning a living. This we call vocational responsibility. Certain responsibilities have been thrust upon the high schools that have connection with no particular vocation. This we term cultural. The boys and girls that are turned out of the schools must be moral and upright. They must be loyal and patriotic, high-minded citizens of the United States, acquainted and practiced in their duties and quite as well familiar with their rights. They must be healthy and capable of caring for their physical welfare. They must be able to make good use of their leisure period, to read the best, sing the best, appreciate the best. These, coupled with good manners and a national and international rather than local point of view, mark the man or woman of culture. It is here that the great duty of the American high school lies. So long as the schools are small; so long as the teachers are few; so long as the boys and girls are unable to decide the particular line of work which they wish to follow; so long must vocational education be weak and comparatively inefficient. But no matter how efficient vocational education may in time grow to be, fundamental to it and far more important in the long run is the training that turns out men and women healthy, loyal, public spirited, moral, and capable of enjoyment. High-school work that is capable of producing these results must forever be encouraged.

This is of course the fundamental purpose of the college preparatory work. The English is to teach elegant and clear expression and to instill a love of the best. The sciences and history are there that the pupil may interpret life about him. Mathematics and language have their end here. The program of studies as it is at present outlined takes cognizance of this. Still, there is a phase of it that may be improved. The great ends of health, citizenship, morality, and the leisure period may be aimed at more directly and still may achieve college preparation.

The "core" of the program of studies as laid down is mathematics and English. Much of this is highly necessary, but not universally so. The great emphasis should be laid upon English, upon the social sciences (especially history and government), and upon the natural sciences (especially those relating to health). The school law recognizes health (narcotics and stimulants) and morality. Far more effective provision should be made to widen the scope of these provisions.

It is just possible that the problem of securing culture is not a curriculum problem. Some teachers can teach Latin so that all these

things come from it. Many more fail to do so. Some teach history so that patriotic citizens are produced. Many more fail to do so.

The school-teachers of South Dakota should firmly resolve that no student should leave the high school without having firmly fixed as a part of his equipment for the battle of life (1) high character; (2) good health and a knowledge of how to care for it; (3) a knowledge of our history and Government, of our habits and customs, of our ways of doing things, and a love of our country; (4) some acquaintance with the best things that have been thought and said; and (5) a well-mannered expression of life, in habits, dress, speech, writing, and in dealing with others. These gained, the people of South Dakota would reap ample reward for the expense of their high schools.

Provisions for the students who drop out.—It will be noted in the program of studies laid out by the State superintendent of public instruction that the three, two, and one year schools are only abbreviations of the four-year school. The assumption has been that students will go elsewhere to attend a full four-year high school after completing the shorter school course at home. It is evident, however, that this is not the case. Only 50 pupils in 100 finish the course as laid out. Half leave before graduation. Nevertheless, all are treated exactly as if they were going to graduate. No credit is given for American history before the third year, or for economics before the fourth.

Furthermore, the courses as outlined do not proceed upon the cycle system, which is designed to bring the work to a close, so that those forced to leave may not be left with a mere remnant of what they might have had.

The committee, therefore, recommends that:

- (1) The work in the schools of South Dakota be conducted with a view to the needs of those who drop out as well as to the needs of those who graduate.
- (2) The teachers be brought to realize that they are responsible in their high school for the final education of all the pupils that enter high schools.
- (3) The high-school inspector and State superintendent and State course of study recognize this principle, previously neglected.

The compromise between these principles.—Vocational education, cultural training, and provision for varying stay in school are each difficult enough to provide separately. It is quite impossible to achieve them all equally well in any system of schools, not to mention the small high schools of South Dakota. The following suggestions are submitted for the schools of varying size:

- (1) *The one-teacher high school.*—There are 22 of these schools. The curriculum varies from one to four years, the high school at Faith offering four years of work with but one teacher.

The committee recommends that the following standards be followed as nearly as conditions will permit:

- (a) That one-teacher high schools do not offer more than two years of work.
- (b) That teachers be permitted to teach eight periods a day, 30 minutes being deemed the proper length of period on account of the small number of pupils.
- (c) That English, science (including physiology and hygiene), civics and history, and agriculture and home economics be made the core of the curriculum.
- (d) That if there are more than 15 pupils enrolled, two teachers should be employed.

(2) *The two-teacher high school.*—There are 42 of these schools offering from one to four years of work in the 157 considered in this report. The committee recommends that the following standards be followed as closely as possible:

- (1) Two-teacher high schools should offer not more than three years of work.
- (2) The course of study should be adjusted both to those who are preparing for college and for those who are to stop school at the end of two years.
- (3) That the major portion of the course be designed for culture, centering about English, science (as above), and mathematics or languages.
- (4) That students not preparing for college be allowed to substitute practical arts for mathematics or language.
- (5) That teachers be allowed to teach seven 35-minute periods, the small size of classes allowing this.
- (6) The program of studies for the two-teacher high school would appear as follows:

First year.

COLLEGE PREPARATORY.	NONCOLLEGE PREPARATORY.
English.	English.
History (government and politics).	History.
Algebra.	Elective.
Foreign language.	Practical arts, agr., comm., or manual training.
	Practical arts, home economics.

Second year.

English.	English.
Science (hygiene and physiology).	Science.
Geometry.	Elective.
Foreign language.	Practical arts, agr., comm., or manual training.
	Practical arts, home economics.

This arrangement allows two teachers to carry two years' work, combines cultural with very meager vocational work, provides for those who drop out, and does all this on 12, or at the most, 14 separate classes.

(3) *The three-teacher high school.*—There are 34 three-teacher high schools, offering three and four years of work. The committee recommends, where three teachers are employed, that an additional year, or possibly two, comprising studies conforming to community needs, be superimposed upon the proposed two-teacher school. By suitable alternation this can be accomplished.

(4) *The four-teacher high school.*—There are 17 four-teacher high schools. Four years of work should be offered, the first two like the two-teacher school; the second two teachers strengthening the work of the last two years, and possibly teaching a class or two in the lower classes.

(5) *Five teachers and more.*—No specific suggestions can be made for each of the 42 high schools without intensive study. It is of course more easy for them to effect a suitable compromise between the three principles than for the smaller schools. The ultimate solution will depend upon a thoroughly competent high-school inspector who can not only travel about the State, but remain long enough in a school to study the situation and upon this as a basis give helpful counsel and advice.

Section 3. THE PROBLEM OF ADEQUATE SUPERVISION.

High-school education in the United States is in need of constant supervision. This is for the reason that the schools are relatively new, that the problems are so recent as to be imperfectly solved, and that the superintendent, principal, and teachers are unable to meet them efficiently without aid of some sort.

Supervision of the high school partakes of two kinds, supervision from within the school system and supervision from without. Improvement is needed in both kinds.

How to make supervision by the superintendent and principal adequate.—The high-school principal in South Dakota spends the major portion of his time in teaching. In the Group I schools (110 pupils and over) the median principal teaches three periods a day, the quartiles being two and four, respectively. In the high schools of smaller size the principal does more teaching, nearly as much as the teachers who are supposed to have little administrative work, the median principal teaching five periods daily, with four and six periods representing the quartiles.

It is not only true that the high-school principal in South Dakota spends a great deal of his time in teaching; he teaches many different subjects and is called upon to perform the difficult feat of preparing in many lines in which it is impossible for him to be a specialist. This is because of the need for readjustment of the program that comes from continual employment of new teachers.

Not only does the high-school principal spend a great deal of his time in teaching; he has many other duties which leave little time for the supervision of teaching. In the large schools the median principal spends 50 hours a week on school work. Of this time he spends $13\frac{1}{2}$ on teaching, $8\frac{1}{2}$ in preparation for teaching, and the remainder on varying duties. It is important to note that he only finds 3 hours a week to spend in the supervision of teaching. In the middle-sized schools of 50 hours' work, the median principal spends 18 hours teaching, 15 hours in preparation for teaching and correcting papers, but only 2 in the supervision of the teaching of the other members of his staff. The principal of the small school spends even less. It should further be noted that in very few of the schools is there any further supervision.

Consideration of the data brought out in other sections of this study, the immaturity of the teachers, their brief experience, and their continual moving from place to place, securing very brief tenure in office, shows the need of the supervision of their teaching. The principals of the high schools are employed to teach and to handle various administrative details, but the supervision of the teaching of the school is lost in the rush. This is a bad situation and should be remedied. The committee recommends:

(1) That the State superintendent of public instruction incorporate in his provisions for the accrediting of schools a clause to this effect: "No school shall be accredited as a four-year accredited high school in which the principal shall teach more than three periods daily. No school shall be accredited as a three-year accredited high school in which the principal shall teach more than four periods daily."

(2) That in the increased State inspection recommended below additional work upon the problems of supervision be carried on by the inspector of high schools, with the idea of training high-school principals to supervise; and that in the small high schools the inspector spend much of his time in the supervision of teaching and in meeting with the teachers.

(3) That emphasis be laid upon the problems of supervision of instruction in all agencies that work to that end.

How to make supervision by the State department of public instruction more adequate.—At present the system of accrediting and inspection of high schools in South Dakota is altogether inadequate. The law merely makes the provision that the State superintendent of public instruction or his assistant shall have the power to inspect these schools and accredit them to institutions of higher learning. No high-school inspector is provided, and no provision is made for traveling allowances adequate to the needs of the schools or the size of the State. As was stated above, the State superintendent has certain power over such schools as desire to be accredited, but only 78 schools so far have complied with the regulations of the central authorities in this regard.

The schools of the State are largely bunched in the eastern third of the State. In the middle and western parts the schools are far apart, scattered, and not at all adequate to the needs of the boys and girls of those sections. This is, of course, very largely due to the sparseness of the population. There is only one high school (usually small) for every 400 square miles of territory. The areas are smaller in the more densely populated portion of the State and much larger in the more sparsely populated sections. Anyone who has spent time in traveling in South Dakota will also realize that train connections are not of the best, and that it is not easy to go from place to place in the State.

The high-school plan of inspection at present in force consists in utilizing a small portion of the time of the deputy State superintendent. The size of the State, the sparseness of the schools, and the difficulties of travel make this poor provision altogether inadequate. With large schools and ordinary problems it would be all too little.

In times like these, however, such a force for inspection can not be excused. Bigger problems are confronting the schools of South Dakota than ever before. Some one has to check up the schools and see if the work is satisfactory. The schools must be inspected that reports may be verified. This will be particularly necessary when State aid to high schools will depend upon their performance of certain duties. But the high-school inspector that South Dakota needs will not be a mere inspector or reporter. He must be more than an educational police officer. In a real sense he must be the teacher of the teachers in the high schools of the State.

There should be at least two inspectors, one with the sole duty of traveling from one to another of the small high schools, say of 100 pupils or less. The inspector of smaller high schools would have as his duty the collection of data for the State superintendent and the verification of reports. He should assist with the content of the program of studies, advise with regard to the purchase of books, and the content and management of the library, observe classes and confer with teachers, possibly hold teachers' meetings to the betterment of the work of the school. Each year he should pick out one problem of a special nature to carry to the schools of the State, with the idea of effecting general improvement.

There should also be an inspector or supervisor of large high schools. He should be a specialist in school administration, to assist the superintendents in the larger cities. He also should be an investigator and teacher, not only an inspector.

The permanent betterment of the high-school system rests upon these inspectors and upon their influence upon the State. If they are mere clerks, their influence will be little. If they are teachers

and men of ability, whose decision will either bring or fail to bring State money to the schools, they will command the respectful attention of the high-school teachers. Both men should have good training and experience in problems of high-school administration. They should have had at least two years of graduate work. They should be able to fill professorships in the State university. Their salary should at least equal what is paid superintendents in the larger cities of the State. They should be appointed by the State board of education from a list of eligible candidates recommended by the superintendent of public instruction.

The proper program of studies, the proper content of each subject, the proper government of the school, good relationship in athletics, an adequate system of records and reports, improvement in teaching, and a realization of the true task of the small high school can only come from a *continuous intelligent survey* of the State, made from day to day by these men, and *continuous teaching* following as a result of their efforts.¹

Section 4. THE PROBLEMS OF STATE AID FOR SECONDARY EDUCATION.

It is probably true that the major portion of the power that the State governments in the United States have become accustomed to exercise over the local unit has been the result of subsidy from the Central Government. With the proceeds of the sale of public lands and with the remission to the local units of fines and poll taxes and other sources of income, the States found that they exercised a certain power over the governmental units within them.

This power has been used for three main purposes:

- (1) To return to the various individual governmental units their share of State money not otherwise distributed.
- (2) To help to equalize educational opportunity in various parts of the State, helping poor districts and sparsely populated sections to maintain good schools.
- (3) To inspire the school boards of the State to progress by granting sums of money for various types of improvements.

As was shown in Chapter IX, only the first of these is secured by the present system of distribution of funds. The State moneys are distributed to the counties, and from the counties to the districts, in proportion to the number of children within the county above 6 years of age and under 21. This distribution is made regardless of

¹ The reorganized State department of education (Chapter V) is planned with provision for a division of secondary schools, in charge of a high-school staff. While work of high-school inspection and professional supervision undoubtedly will require the full time of two experts to make it fully effective, it may be wise to ask for one full-time inspector only at the outstart until other just as urgent needs in the State department shall have been met.

the kind of schooling offered, regardless of whether a high school is founded or not, and the only report that the district has to make comes from the report of the county superintendent. In return for the grant that is made, the State has very little power in saying how it shall be spent. If a district already has an elementary school and wishes to add a high school, no additional funds are given. If a seven months' term is provided in a certain school, and a nine months' term in another, no credit is given the school for the longer term. One school may have one teacher for 20 pupils, another four teachers, and still the State funds would be distributed in the same fashion. No provision is made for local need. No stimulus is given to local initiative.

This is a very inefficient method for distributing the school fund of a State, and it works an injustice to the pioneers of the State, those who live in the outlying districts. Where land valuations are low, where distances are great, and where there are relatively few people of school age, the provision of any facilities for high-school education is very expensive, much more expensive per pupil than in the more settled areas. No provision is made for this in the law. In this respect the law was once far more just than it is at present. When the Territory was granted statehood, there was nothing like the difference between one part of the State and the other. As the eastern third of the State has been settled and built up, it has received an increasing share of the State money.

Distribution of funds according to school population also has the effect of making for poorer schools and fewer of them. There is no incentive for a community to build a high school; nor is there additional aid. All the expense of the high school is placed upon that now needed for the elementary school.

This method of distribution of funds also has the effect of hurting the instruction in the elementary school. Effort is required to build up the high school. Money is required. It often happens that, when the high school comes in without additional State aid, the real strain falls upon the elementary school. This of course is unfortunate.

A further disadvantage of this type of wholesale and automatic distribution of State funds is that the State has no power to help remote and backward communities to better themselves. The State should grant those funds only upon the most complete cooperation of the district.

Plans of State aid now in use.—In general there are five ways in which States give financial aid to high schools which yield better results than the system now in use in South Dakota: (1) State aid for general high-school purposes; (2) State aid for high-school libraries and laboratories; (3) the use of State aid for the extension of high-school privileges to pupils who do not live near high school;

(4) State aid to special courses within the high school, such as agriculture, teacher training, citizenship, and the like; and (5) State aid for the founding and maintenance of special high schools, such as agricultural high schools,¹ normal training high schools, *etc.*² The first of these five methods is considered in this study because of its greater simplicity and because it is capable of including the others within it. Its features are as follows:

(1) The State establishes a high-school fund. This is not universally true, but many States have done so. For illustration, Wisconsin established a high-school fund of \$100,000, Texas \$50,000, Arkansas and West Virginia \$40,000. The establishment of the separate fund has the force of putting the stamp of public approval upon high-school education. At the same time it protects the public elementary education of the State. One great danger in the establishment of high schools has been the fact that too often the elementary schools were not as well supported thereafter.

(2) Money appropriated according to need of the local units. The great difficulty with the present plan of distribution of South Dakota's school fund is that money is given regardless of need. The big schools, little schools, and no schools at all share alike in proportion to the population of school age. The second fundamental principle is to center attention upon these schools in the State that are *in real need of State aid*. Several plans have been devised to care for this. Massachusetts excludes from State aid all high schools in communities of 500 families or more. Arkansas, South Carolina, and North Carolina exclude towns having a population of 3,500, 2,500, and 1,200, respectively. Massachusetts also has a plan whereby every town having a taxable valuation per pupil in excess of that of the average of the State is thereby excluded from State aid. Missouri, just cited, gives this aid: The maximum tax stipulated in accordance with the valuation of the district. A district complying with all regulations receives \$800 if its valuation is less than \$300,000; \$600 if its valuation is from \$300,000 to \$400,000; \$400 if its valuation is from \$400,000 to \$600,000; and \$200 if its valuation is \$600,000 or more. It is clear that the best thought upon State aid is, at least for the present, to help the poorer and less populated districts to maintain good high schools.

(3) Money appropriated according to the efforts of the local units. Many States reward efforts of the local units by helping them, provided certain things are done. This may be incorporated in the original proviso, fundamental to any State aid. For instance, Mis-

¹ See Chapter XI.

² These plans are outlined in detail in the various State laws (see Bul. of Bu. of Educ., 1915, No. 47, for a digest of school laws), and commentaries upon them are found in Cubberley's "School Funds and Their Apportionment" and in Butterworth's "An Evaluation of Methods of Financing Public Secondary Education in the United States."

souri, just cited, gives this aid: The maximum tax stipulated by law is levied, provided a high school is maintained and a principal employed, provided each teacher is paid at least \$40 a month, provided nonresident pupils are admitted at a reasonable fee, provided the average attendance of the previous year has been 15 or more, and provided it gives a year's course in agriculture. Such aid can not be more than one-half of the high-school teachers' salaries. A sum of money may be granted in proportion to the amount furnished by the local community, a sum according to the classification of the high school, a sum varying according to the daily attendance, a sum according to the number of teachers, or a sum according to the cost of running the school. Probably the best plan is to appropriate a lump sum of money to a school of a certain class, provided it meets standards laid down by the State department of public instruction.

Upon this as a basis the committee recommends that—

- (1) The legislature create a special fund for the improvement of secondary education. (This should be set aside from the State tax, proposed in Chapter IX, or be an annual State appropriation in addition to and separate from the State school fund. It should include at least \$75,000 annually.)
- (2) This fund be utilized to aid districts that need it most.
- (3) Aid be granted to high schools in proportion to the efforts of the local community on the following basis: A lump sum of \$800 for a standard four-year high school; \$600 for a standard three-year high school; and \$500 for a standard two-year high school. (To secure this money the high school to be in operation 36 weeks, to follow the State course of study, to pay its teachers a sum double the State aid or receive proportionately less, to reply to and meet the requirements of the State superintendent for accrediting.)

This program of aid to the high school based upon the principles outlined above would go a long way toward establishment of a State-wide system of secondary education. It would help centralize control of secondary education. It would free the children of certain communities from the shortsightedness of members of certain boards of education. It would enable the State to exercise healthful control of the big investment which it has been making for years past.

With this established as a basis, it would then be possible, as the education in the State develops, to include other types of State aid, such as the establishment of other types of secondary schools and the subsidy of various types of subject matter, as is now being done by the Smith-Hughes Vocational Education Act.

The important thing for the people of South Dakota to realize is that special State aid for high schools is fundamental to their development; that these funds should be given with two ideas in mind, the one to encourage and reward effort on the part of the local community and the other to equalize educational opportunity for the boys and girls of the State; and that the future development and

ment of these schools and the institution of new and better work dependent upon this course. Montana, Minnesota, and North Dakota all follow this plan.

Section 5. THE PROBLEM OF A PROPER TEACHING FORCE.

The problem of securing a high-school teaching force that is capable of assuming in an efficient way the burden that is thrust upon it is important a part of a program of school development as any other single feature. In order to make the improvement that is needed high-school education, South Dakota must be able to train, employ and hold competent teachers.

As indicated in Chapter XVII, the school laws of South Dakota provide for the certification of high-school teachers under five categories: (1) Life diploma; (2) State certificate; (3) vocational certificate; (4) provisional certificate; (5) first-grade certificate. Under the State law a teacher may teach in a high school in South Dakota if he has graduated from a standard college or from a normal school four years in advance of high school, or two years, if he has taken certain work in education. The law provides that these standards may be lowered for teachers of certain subjects, and that in some schools teachers may be employed who hold the first-grade certificate, meaning the equivalent of high-school graduation. This law is more or less ineffective, and to supplement it the State superintendent of public instruction has included in his specifications for place on the accredited list the requirement that all teachers in four-year accredited high schools must have training equivalent to graduation from the State university, while in all other high schools the training must be the equivalent of a two-year normal course beyond a full four-year high-school course. It can thus be seen that the State superintendent in accrediting schools sets up higher standards than the State laws, and justly so. It must be remembered, however, that this ruling of the State superintendent has no effect unless the school wishes to be accredited, and that only about 40 per cent of the schools actually do become accredited.

Training of the teachers.—Without a great deal of patient study and personal conference it is almost impossible to secure an accurate idea of the exact training of a teacher. It is necessary to know the time spent in school, the subjects taken, the standing of the institution, and the character of the individual. Even then the information must be largely in the nature of an estimate. The data submitted below, therefore, are not to be regarded as scientifically accurate but as the best means at hand by which the training of these teachers may be expressed.

TABLE 84.—*Training of high-school teachers in South Dakota, expressed in years beyond the high-school course.*

Length of training.	Teachers in Group I schools. ¹	Teachers in Group II schools. ²	Teachers in Group III schools. ³
No years beyond high school.....	0	0	10
One year beyond high school.....	8	0	13
Two years beyond high school.....	21	19	74
Three years beyond high school.....	7	8	23
Four years beyond high school.....	142	116	221
Five years beyond high school.....	28	6	7
Six years beyond high school.....	5	2	0
Seven years beyond high school.....	2	0	0
Median.....	4.0	4.0	3.7
Q1.....	3.6	3.6	2.4
Q3.....	4.4	4.3	4.1

¹ Schools having more than 110 pupils.² Schools having less than 49 pupils.³ Schools having 50 to 109 pupils.

On the whole the high-school teachers seem to be comparatively well prepared, much better than the State law would require.

Experience of the high-school teacher.—The teachers in each school were ranked in order of length of experience in months, and the median secured for each school. The conditions are shown in the following table:

TABLE 85.—*Median experience of high-school teachers of South Dakota.*

Teachers' experience.	Group I.	Group II.	Group III.
Under 10 months.....	0	7	19
11 to 20 months.....	1	8	18
21 to 30 months.....	2	7	14
31 to 40 months.....	3	9	11
41 to 50 months.....	9	2	12
51 to 60 months.....	2	1	5
61 to 70 months.....	2	0	6
71 to 80 months.....	0	0	2
81 to 90 months.....	0	0	2
91 to 100 months.....	0	0	6
101 to 110 months.....	0	0	1
111 to 120 months.....	0	0	1
121 to 130 months.....	0	1	0
131 to 140 months.....	0	0	0
141 to 150 months.....	0	0	0
151 to 160 months.....	0	0	0
161 to 170 months.....	0	0	1

This table reads as follows: In Group I there were no schools the median of the experience of whose teachers was under 10 months; in Group II there were 7 such schools, in Group III 19.

The high-school teachers of South Dakota for the most part are relatively inexperienced.

Tenure of the high-school teachers.—It is true that teachers do not remain in one place. The median teacher in South Dakota high schools remains in his position but one year and seven months. This is not worse than in adjoining States, however. In Iowa the tenure is but one year and 10 days, in North Dakota one year and four and

one-half months, in Nebraska one year and two months. The following table shows the conditions in these four States:

TABLE 86.—*Tenure of office in four States as shown by the per cent of teacher in same place for a given number of years.*

Length of tenure.	South Dakota.	North Dakota.	Nebraska.	Iowa.
	Per ct.	Per ct.	Per ct.	Per ct.
Holding place—				
1 year.....	29	34	45	
2 years.....	27	32	25	
3 years.....	17	14	14	
4 years.....	9	6	5	
5 years.....	7	6	5	
6 years.....	3	2	2	
7 years.....	2	1		
8 to 30 years.....	5	6	5	

Age.—The teachers of the high schools of South Dakota form a young group. The median age for men is 29.5 years, for women 26.1 years. Half of the men teachers are included within the ages 25 to 35; one-half the women between 24 and 32.

Causes of leaving the teaching profession.—The following questions were asked: Why do the high-school teachers leave the schools? Within the past three years (since September, 1914) how many teachers regularly employed on your high-school faculty have resigned? Of this number, how many resigned to study? How many quit permanently? How many resigned to accept another position in South Dakota? In other States? These data are given in the following table:

TABLE 87.—*High-school teachers resigning.*

Groups.	Schools in group.	Schools reporting useable data.		Teachers reported as resigning.		Teachers reported as resigning to study.		Teachers reported as resigning to quit permanently.		Teachers reported as resigning to take another position in South Dakota.		Teachers reported as resigning to accept a position in another State.	
		Num-ber.	Per-cent.	Num-ber.	Average num-ber.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.	Num-ber.	Per-cent.
Group I.....	19	18	94.6	208	11.5	15	7.2	57	27.4	29	13.9	107	51.5
Group II.....	35	28	80.0	127	5.2	8	6.3	52	41.0	24	18.9	43	33.8
Group III.....	104	73	70.2	204	2.8	26	12.7	68	33.3	72	35.3	38	18.7
Total.....	158	119	75.3	539	4.5	49	9.0	77	32.8	125	23.2	188	34.9

It has already been shown that the teachers of South Dakota remain but a short time in one place. From this table it can be seen that, of those who leave, about one-third quit the profession permanently, about one-third leave the State to teach in another State, and about one-fourth move to another school.

Load carried by these teachers.—To illustrate the typical amount and character of this work it was decided to find out the number of subjects taught by each teacher. Subjects were classified as

follows: English, ancient languages, modern languages, mathematics, United States history, other history, chemistry, physics, other science, commercial, pedagogy, normal reviews, industrial arts, domestic science, music, drawing, penmanship, physical training, and grade work. The number of subjects which these teachers taught is shown in the following table:

TABLE 88.—*Number of subjects taught by teachers in South Dakota high schools.*

Subjects taught.	Group I.			Group II.			Group III.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
One.....	65	20	85	14	4	18	4	1	5
Two.....	73	31	104	42	14	46	19	4	23
Three.....	18	14	32	37	23	60	55	15	70
Four.....	3	3	6	13	9	22	45	25	70
Five.....				4	4	8	16	12	28
Six.....				1		1	5	8	13
Seven.....								3	3
Median.....	2.6	2.4	2.3	3.0	3.4	3.2	3.9	4.6	4.1

This means that in the schools of Group I most of the teachers teach two or three different subjects for which special preparation is needed, but an appreciable part teach only one. In schools of Group II most of the teachers distribute their efforts over two to four different subjects; in Group III they distribute over three and four, with as many teaching five as teach two. This, of course, has the significance of emphasizing broad preparation. High-school teachers in South Dakota for the present should not specialize in one subject, but rather should have two or three in which they are equally expert.

Salaries paid high-school teachers.—The salaries of high-school teachers in South Dakota are given in the following table:

TABLE 89.—*Salaries of teachers in the high schools.*

Salaries.	Group I.		Group II.		Group III.	
	Men.	Women.	Men.	Women.	Men.	Women.
\$1,700.....	1					
1,600.....	3					
1,500.....	2	1				
1,450.....	1					
1,400.....	2					
1,350.....	4	1	1			
1,300.....	9	3				
1,250.....	3	1				
1,200.....	14	10	1			
1,100.....	2	11	1			
1,050.....	1	3				
1,000.....	10	13	1	1		
950.....		4	2			
900.....	5	20	4	3	1	
850.....	1	12	1	9		1
800.....	2	30	3	14	2	5
750.....	1	19	2	30		18
700.....		18	3	25	1	18
650.....		3	1	13	1	44
600.....		2		2	1	19
550.....		2			2	3
500.....						1
450.....						1
400.....					1	
350.....						
300.....						
250.....						
200.....						
150.....						
Median.....	\$1,228.50	\$860.00	\$875.00	\$714.00	\$675.00	\$685.00

These data give in a complete way the material rewards gained by high-school teachers (excepting principals) in the high school studied in South Dakota. The salaries of the principals are given in the following table:

TABLE 90.—*Salaries of high-school principals in South Dakota.*

	Group I.		Group II.		Group III.	
	Men.	Women.	Men.	Women.	Men.	Women.
\$3,100 to \$3,150.....	1					
2,200 to 2,250.....	1					
2,000 to 2,050.....	2					
1,900.....	1					
1,800.....	2		1		1	
1,700.....	5		3			
1,600.....	1		4			
1,550.....			1			
1,500.....	3		5		2	
1,450.....	1		2			
1,400.....	2		5		1	
1,350.....			1		1	
1,300.....		1	1		7	
1,250.....			3		3	
1,200.....			5		10	
1,150.....			1		6	
1,100.....		1			9	
1,050.....	1		1		2	
1,000.....	1	2			11	
950.....					2	
900.....		1	2	1		
850.....				1		
800.....				2	1	
750.....		1		1		
700.....				2		
Median.....	\$1,715.00	\$1,025.00	\$1,435.00	\$810.00	\$1,111.09	\$325.00

The characteristic teacher.—The teacher that is typical of the high schools of South Dakota can best be described by the medians given above.

The man teacher in the larger schools is over 30 years of age, has graduated from a four-year college, and has been in his present position nearly two years, after having taught three years elsewhere. He teaches two or three subjects, more often two than three, and receives a salary of over \$1,200, and if he is promoted to a principalship can do better. The woman teacher is over 27 years old, has graduated from a four-year college, has been in her present position nearly two years, having taught three years elsewhere. She usually teaches two subjects, but is more likely to teach three than a man. She receives a salary of \$860.

In the Group II schools the male teacher is just under 30 years of age, has taught but one year before coming to his present position, and has taught nearly two years in this place. He teaches three subjects and receives a salary of \$875. The female teacher has graduated from a four-year college, teaches three or four subjects, has had experience and tenure equal to the male teacher, but only receives \$714 in salary.

In the small schools the age and training of the teachers is very little different. The teachers are a little younger, not quite so well trained. The male teacher receives \$675 and teaches four different subjects; the female teacher receiving \$685 and teaches four or five different subjects, more often five than four.

About one-half of these teachers will leave their present positions this year, one-third to leave the profession permanently, one-third to teach in another State, one-fourth to take a place in another school within the State, and the remainder for varying reasons.

South Dakota has as good a teaching staff as the States which lie adjoining. The teachers are fairly well paid, well trained, and remain at their posts somewhat longer than the teachers in Iowa, North Dakota, or Nebraska. The weaknesses found are common in other States. The strong points in the State are not so strong that they might not be stronger.

Whatever there is of excellence in the situation is not due to the law concerning the certification of teachers. It comes solely from the office of the State superintendent of public instruction, who has made the schools live up to the standard set by him, with practically no authority.

Chapter XVII contains recommendations making provision for a gradual reorganization and unification of the certification laws. If these are accepted, certificates will, in due course of time, be issued to graduates of professional courses in normal schools and other professional schools only. It will also reduce the number of certificates to be issued. In addition to these provisions the committee recommends—

That five types of certificates, carrying certain privileges and granted only after certain requirements, be granted to teachers for high schools, viz:

First-grade high-school certificate.

Valid for life.

Good in any high school in the State.

College graduation, or its equivalent necessary for.

Twenty semester hours in education and psychology.

Five years of successful teaching.

Second-grade high-school certificate.

Valid for five years and renewable once.

Graduation from junior college, normal school, or its equivalent.

Ten semester hours in education and psychology required.

Three years of successful teaching.

Valid in all high schools, except four-year accredited high schools.

Provisional certificate.

To be granted to those who meet above requirements, experience alone excepted.

Vocational high-school certificate.

To be granted as at present, omitting foreign languages.

Special high-school certificate.

To be granted to those teaching in high schools in South Dakota before the passage of this act.

Valid for two years in any high school of the State.

May be renewed as often as desired by attendance and successful completion of four semester hours of work at a six weeks' summer session of a standard college, normal school, or teachers' college.

Section 6. THE PROBLEM OF SPEEDING UP THE WORK.

A number of agencies are combining to speed up the work of the public schools. The increasing demand for higher training for entrance to professions has placed emphasis upon economy of time. When the young physician has spent eight years in the elementary school, four in high school, two or three in college, and four in professional education, followed by a year or two as an interne, it would seem as if there had been some valuable time wasted somewhere along the line. The practice of 15 years of preparation for professional education is not warranted by experience in the French or English schools. This has had the tendency to increase agitation for speeding up.

The prospect of military training, consuming a year or two of a young man's life, will increase the difficulty. It will advance the age of entrance into professions nearly to 30. The result will be, without doubt, to cause the schools to do the work they are now doing in less time.

As a war measure, the speeding up of the high-school work will do much good. America needs trained men—the better trained the better. There will be bigger problems to solve. Many boys will be called from school at the age of 21 for military service. The public schools are confronted with the problem of giving even more training in less time. Anything that will tend to increase the speed with which our schools may work without decreasing the quality of the work will be of real service to the nation, not only in times of war but in the peace that is to come. Two features of the speeding-up process will be discussed here.

(1) *The schools may speed up the work by spending more time in teaching.*—Many of the schools in South Dakota were forced to increase the speed of school work either by lengthening the school day or by teaching on Saturday. This was true this year because of the failure of the coal supply, or because of the demand for early closing to assist in planting the crops. Good results were found as a result of this plan.

Another plan for speeding up the work of the schools is the institution of the summer high school, an institution which has become increasingly popular in the last few years. In 1916 there were summer high schools reported by 109 cities, the majority running for six or eight weeks. The plans, value, cost, and practice in the case

of summer high schools are set forth in Bulletin No. 45, 1917, Bureau of Education. It is plainly shown there that the plan is simple, the administration not complex, the results good, and the cost relatively little.

Wherever possible the schools of South Dakota should increase the length of their school day, week, and year. Credit for work so done and pay for the teachers should be proportionate to the time put in.

(2) *The schools may speed up the work by bridging the gap between the elementary and secondary schools.*—One great source of waste of time is the gap that lies between the elementary and secondary schools. The pupil is accustomed to certain treatment in the grades. He usually has but one teacher. He remains in one room. He is accustomed to certain subjects that he has taken for some time. Suddenly he is transferred to the high school. Here he moves from room to room. He is taught by different teachers. New subject matter confronts him. So difficult is it for him to accustom himself to the new order that he finds it hard to keep up. The greatest number of pupils drop out of the high school in the first few months.

From these arguments have come the agitation for the junior high school, a reorganization of grades seven, eight, and nine, the better to suit the needs of the age involved and to make a "lap joint" between the schools.

Seven of the schools answering the questionnaire reported junior high schools, two additional schools planning to have them next year. They are—

	Year established.
All Saints (Sioux Falls) School.....	1914-15
Madison.....	1913-14
Huron.....	1916-17
Rapid City.....	1916-17
Waubay.....	1916-17
Herreid.....	1916-17
Redfield.....	Planned for 1918
Owanka.....	Planned for 1918

These schools are planning to reorganize the work in an effective way.

It is not necessary, however, for the majority of the schools in South Dakota to have junior high schools. Quite as good an effect may be produced otherwise. This is true for a number of reasons:

(1) The high schools in South Dakota are not separate from the elementary schools. Out of 186 schools, 172 have the grades and high school both in one building. The teachers also spread between the work in the elementary and high schools.

(2) In many of the schools the upper grades and high schools share the same study hall. This is true in 35 schools.

(3) In 29 out of 122 schools there is departmental work in the upper grades, particularly in the seventh and eighth. This has the effect of making the work more alike in the two schools.

(4) In 17 out of 129 schools elementary-school pupils are allowed to take some high-school work upon certain conditions, such as "or trial," "upon ability," "fast group," and the like.

(5) In 48 out of 124 schools elementary-school pupils take part in the student activities of the high school, such as literary societies, athletics, etc.

While the small high school has the disadvantages shown in the previous sections of this study, it is probably true that it has the possibility of more completely solving the problem of the relationship of the elementary school and the high school than is possible in the cities, even where there is a junior high school. In buildings where both schools are located, where upper grade pupils sit in the high school study hall, where both are taught by the same teachers, where exceptional grade children are allowed to start high-school work, and where the rest is on the departmental plan, where both elementary and high-school pupils take part in athletics and other social activities, then there is no gap. All that is necessary is a little careful planning on the part of the teachers.

The committee therefore recommends that the high schools of South Dakota take the following steps toward the solution of the problem of the elementary and high school:

(1) That the two schools be considered one school as much as possible.

(2) That the practice of teaching in both the eighth and ninth grades be encouraged.

(3) That exceptional elementary school pupils be allowed to take certain subjects in the high school, thus shortening the time for their high-school course.

Section 7. SUMMARY OF RECOMMENDATIONS FOR THE HIGH SCHOOLS OF SOUTH DAKOTA.

1. The creation by the State legislature of a special fund for the improvement of secondary education in needy districts, to aggregate at least \$75,000 annually.

2. The enlargement of vocational training by—

(a) Continuing and increasing the emphasis now placed on commercial work and home economics;

(b) Increasing the work in industrial arts and agriculture;

(c) Enlarging the facilities for teacher training.

3. Conducting the work in the high schools with a view to the needs of those who drop out as well as to the needs of those who graduate.

4. Amending the present certification laws to provide for granting five types of certificates for high-school teachers.

5. The strengthening of high-school supervision by—

(a) Requiring the principals to teach less and to supervise more;

(b) Increasing the amount and closeness of high-school inspection by the State.

6. The appointment of one, and preferably two, high-school inspectors.

7. The equalization of opportunity for all children to acquire a high-school education through a system of competitive examination, scholarships, and remission of tuition.

8. The speeding up of the work in the high schools by—

(a) Increasing the amount of time devoted to teaching;

(b) Spanning the gap between the grades and the high schools, and organizing junior high schools wherever practicable.

Chapter XVII.

THE TEACHING STAFF AND TEACHER CERTIFICATION.

Problem of adequate teacher certification.—No phase of the survey is more important, and none is in more urgent need of remedy, than is an adequate teacher supply for the schools. It is undeniably true that for many years the teaching profession has been held in less high regard in the United States than is its due; the teachers have been ranked and rated more by their salaries than by their service to the public. Teachers' salaries are inadequate, and the professional requirements are correspondingly low. The profession has suffered because almost any kind of amateur can get permission to instruct school children. If it were not that the average public school teacher has given the public much more than he has received, it would have gone hard with the schools and education in our country.

The world war is making this already serious problem more acute. Since 1914 the cost of living has increased by leaps and bounds. Teachers' salaries have also advanced, but not so rapidly as the cost of living. Meanwhile, there is an urgent demand for competent persons in the numerous war industries; many are called to their country's flag. As a result the schools may soon go begging for teachers, unless the public and law-making bodies of the States take the matter seriously in hand. Now, in the days of urgent need, is the right time to secure the future of the teaching profession by making it possible for the profession to become *professionalized*.

Composition of the teaching staff.—But, first, who are the teachers that have been intrusted with the education of school children in South Dakota? What is their number and preparation? Their teaching tenure and remuneration? Their social status? And what is the probability that they will follow teaching as a life work? These and other questions are answered in the following paragraphs.

The State requires an army of more than 7,000 teachers to fill the elementary and secondary schools; of these nearly 2,300 must be renewed annually, because of the instability of the profession. The actual number of teachers employed has not varied much in the last five-year period. In 1912 there were in the schools 1,071 men teachers and 5,493 women teachers. Since then, the number of men has decreased slightly each year, and the women have increased

correspondingly. Thus, in 1916 there were 1,032 men and 6,025 women teachers. Since the entry of the United States into the war there has been further marked decrease in men teachers. Women teachers will undoubtedly increase steadily in numbers. While this is to be expected, it is also quite essential to the welfare of the schools to keep in them as large a number of men teachers as possible. Par-

PERMANENT AND TEMPORARY TEACHERS

ANSWERS FROM 3,941 RURAL TEACHERS

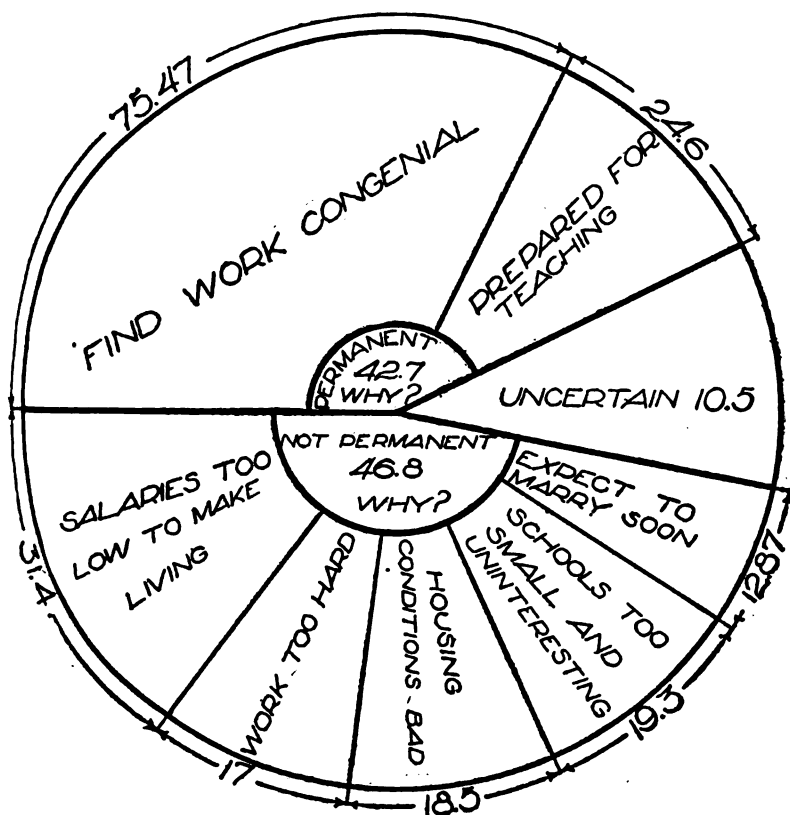


FIG. 16.

ticularly is this true if this great agricultural State is to realize its hopes of organizing the strong farm community schools discussed in a former chapter. But the teaching profession must first be stabilized and the opportunities in teaching be made the equal of opportunities in other callings. Without this South Dakota can not expect any large number of well-prepared, experienced men to remain permanently in the schools.

Cases of present instability.—Figure 16 is a graphic illustration of the above assertions. It is based on answers received from 3,941 rural teachers who were questioned in regard to permanency in the schools. Forty-six and eight-tenths per cent declared frankly that they do not intend to follow the profession permanently. And why? Thirty-one and four-tenths per cent find salaries too low for them to make ends meet financially; 17 per cent find the work too hard, chiefly because of bad hygienic and sanitary surroundings, long distance to school, many classes, etc. On much the same grounds 19.3 per cent declare the schools too small (in attendance) and uninteresting; 18.5 per cent find housing conditions bad, some using the expression "intolerable"; finally, 12.8 per cent expect to marry soon. Conditions in the village schools are practically as unsatisfactory as in the rural schools. Of 1,360 teachers, 39.1 per cent expect to remain in the profession permanently; 47.7 per cent desire to change for "more attractive and remunerative occupations" as soon as opportunity knocks. The rest are undecided.

Additional reasons for dissatisfaction are these: 913 teachers "find it advisable" to board and lodge with members of the school board; 741 teachers declare living conditions bad; unheated rooms, lack of privacy, poor cooking, and high cost of board are included in this list. Many complain that life in the country is lonesome and often unattractive; others find that the well-to-do people in the towns don't care to be bothered with the teachers. Here are reasons enough why many of the best young people in the State do not wish to invest much time and money in becoming professional teachers and why they do not remain long in the calling.

Length of teaching tenures.—What then is the length of teaching tenure in the different schools? Figure 17 shows that 31.2 per cent of the rural and 19.2 per cent of the village teachers are teaching their first school, and that only 9.6 per cent and 13.9 per cent, respectively, have taught as many as four schools. Few teachers have taught more than one or two years in a school. Finally, the average teaching life of a rural teacher is 3.76 school years, and of a village teacher, 4.95 years. Throughout it is found that the village schools are better stabilized than the rural.

Age of the teachers.—One of the greatest obstacles to establishing teaching on a professional basis, such as law and medicine, is the ease with which many persons, children almost, can get teaching credentials, particularly at the present time, when the demand has become exceptionally urgent. The law requires that "no person shall be entitled to a certificate who has not attained to the age of 18 years." Yet the questionnaires answered by rural teachers contain the names of 29 teachers under 17 years of age and of 53 who are just 17. How these persons have procured their certificates

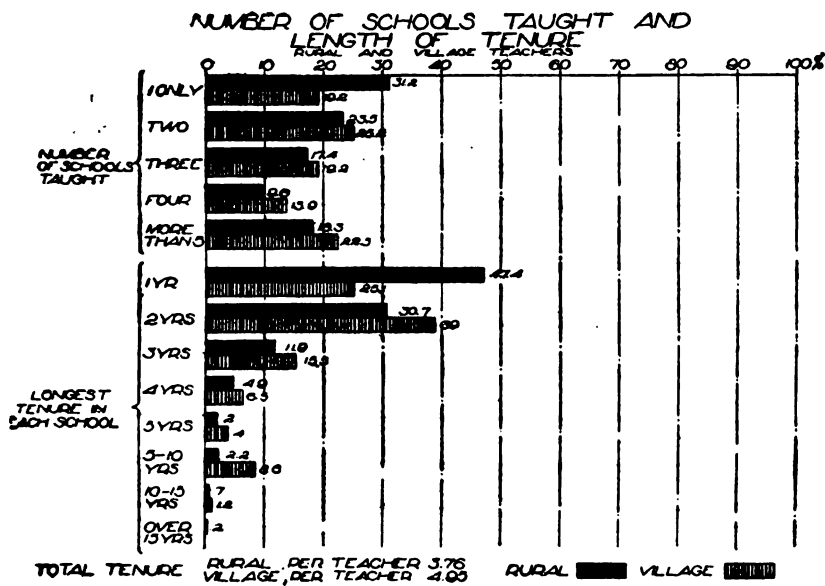


FIG. 17.

RANGE OF TEACHERS' AGES BY GROUPS

3972 RURAL TEACHERS

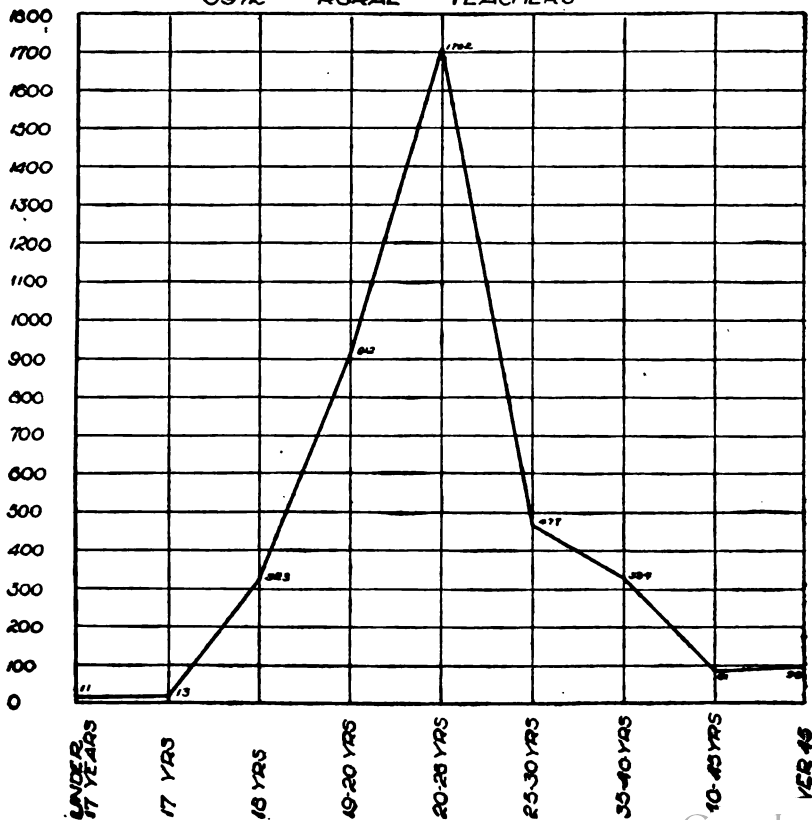


FIG. 18.

is hard to understand, unless they deliberately falsified their statements to the examiners. At any rate such youngsters **should** be attending school instead of teaching. The largest group of rural teachers (2,641) range between 19 and 25 years of age; **while** the largest group of village teachers (553) range between 25 and 30 years. For really satisfactory results there ought to have been a gradual increase from the 19 to 20 group well upward of the 30 to 35 group. Some day this must come to pass.

RANGE OF TEACHERS' AGES BY GROUPS: 1316 VILLAGE TEACHERS

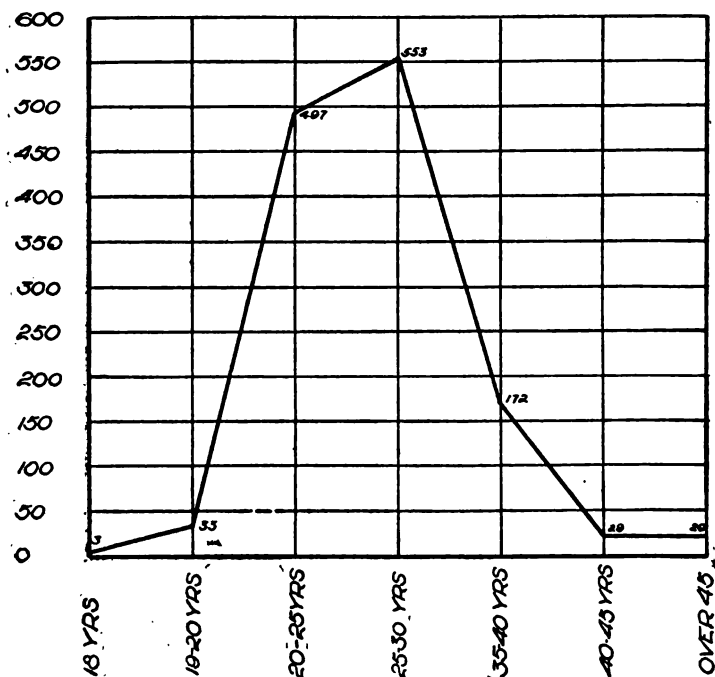


FIG. 19.

Marital condition of teachers.—Very few of the teachers are married. Out of 3,941 rural teachers reporting, only 434 are married; and in a total of 1,360 village teachers, only 210 are married. Very few except the married teachers have persons depending on them for support, there being 510 persons with dependents among the rural teachers and 264 among the village teachers. The small number of married teachers is another indication of the present instability of the profession. Well prepared, married men teachers can not be attracted to rural, or even village schools, before the permanent year-round community school is organized. It would also be

worth while to induce married women, with grown families, to matriculate at the normal schools, preparatory to reentering the profession. Such women would at least understand children.

Homes for teachers needed.—As stated in Chapter X, homes are urgently needed for the teachers, and organized as a part of the school plant. Of the rural teachers, 90 per cent live in the district where they teach; the other 10 per cent live mostly in near-by towns. But many declare the living conditions so bad that they "must give up teaching in the country or ruin their health." The trouble is that well-to-do farmers seldom care to be bothered with an extra boarder, and the homes of the poor are not fit for young persons who have probably been reared under more satisfactory conditions. The solution lies in the erection of modern teacherages as an integral part of the school plant.

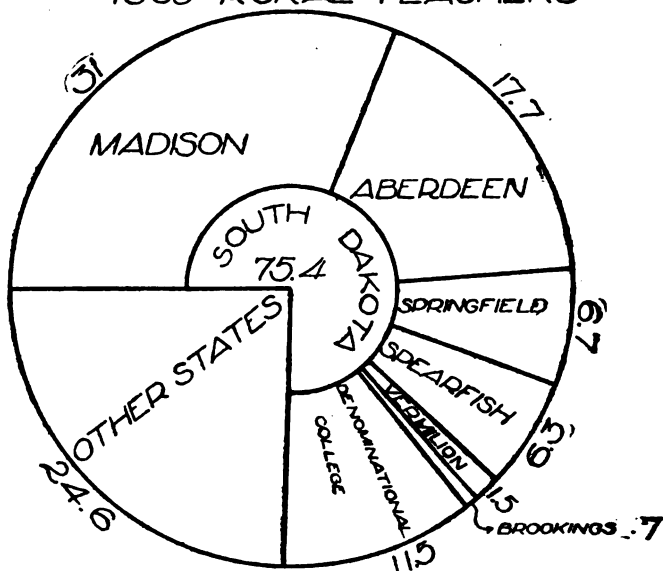
Academic and professional preparation.—The village teachers have had better academic preparation than the rural teachers. It appears that some of the teachers reporting have not completed their elementary-school course. Most of these have, however, been enabled somehow to continue their studies in high school. Of the rural teachers, 58.3 per cent, and of the village teachers, 76.2 per cent, have completed a four-year high-school course. In high-school preparation the South Dakota teachers compare favorably with those of other Middle Western States. Unfortunately, very few have pursued college studies. The few in the rural-village group who are credited with college work are almost exclusively from the denominational colleges of the State.

Of the rural teachers, 45.8 per cent, and of the village teachers, 35.1 per cent record attendance in regular courses at professional schools. There is no explanation at hand why the village teachers should make a lower showing than the others. Of rural and village teachers, 54.2 per cent and 64.9 per cent, respectively, have entered the profession by the examination route instead of coming from the normal schools and the colleges of education. Figure 20 gives the places and institutions where the professional preparation was acquired. Almost one-fourth of the teachers responding came from other States. Of the rest, the normal schools at Aberdeen and Madison prepared almost one-half.

It is now generally accepted that no person should be allowed to teach in the schools unless he has completed a high-school course of four years, or its equivalent, and has had in addition a liberal professional training of at least two years. South Dakota is far from this minimum standard now; particularly is it true of the teachers' professional preparation. The plan of teacher training and teacher certification should be so arranged that certificates to teach would be issued by the State department only on credentials from teacher-

PLACE WHERE SOME SOUTH DAKOTA
RURAL AND VILLAGE TEACHERS
ACQUIRED PROFESSIONAL TRAINING

1805 RURAL TEACHERS



478 VILLAGE TEACHERS

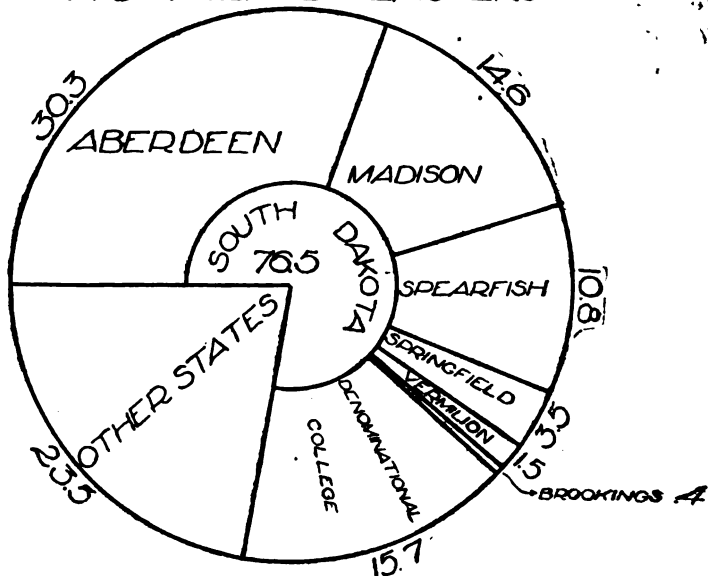


FIG. 20.

training schools. As soon as possible, certification based on public examination should cease. Not till such time can the profession become truly professionalized.

System of certification.—The system of teacher certification used in the State is sound. All regular certificates are issued by the State department of education, through its certification division. The county superintendents may issue "special" certificates "to applicants who present satisfactory proof that they were unable to be present at the last regular public examination." The special certificates are valid only "until returns are made for next public examination for regular certificate of equal rank."

The regular certificates issued are¹—

1. *Life diploma*—granted on examination and to graduates of the University of South Dakota and approved colleges, and of the South Dakota normal schools in courses of at least two years beyond high-school graduation.

2. *State certificate*—granted on examination and to graduates as in case of the life diploma. Range of examination, length of experience, etc., more limited than in above.

3. *First-grade certificate*—granted on examination and to graduates of certain courses in the State normal schools and accredited colleges.

4. *Second-grade certificate*—granted on examination, and to graduates of certain limited courses in the State normal schools and accredited colleges.

5. *Third-grade certificate*—granted to those who pass a satisfactory examination in orthography, reading, writing, arithmetic, physiology and hygiene, geography, grammar, United States history, civil government, South Dakota history, didactics, and drawing. The minimum grade required in any one subject is 60 per cent; required average, 75 per cent. No experience required. Certificate valid for one year only and is not renewable. On reexamination two such certificates only may be held.

There seems little excuse for continuing this grade of certificate. The second grade is certainly low enough. The same subjects are included in the examinations for both certificates, with the difference that for second grade the candidates must reach an average of 80 per cent, with no one subject below 65 per cent. The second-grade certificate ought to be established as the lowest grade of examination certificate until such time as certification through examination is abandoned altogether.

6. *Primary certificates*—granted on examination only.

¹ For details of conditions under which these certificates are issued to the normal schools and colleges, see Chapters XVIII and XIX.

7. *Vocational certificates*—granted on examination to special subject teachers of cities and other independent districts.

Figure 21 shows that the chief dependence of rural teachers is on the second-grade certificate, 56.56 per cent of them teaching on this grade. Of the village teachers, 37.1 per cent hold State certificates. This is none too good a showing.

NUMBER AND KINDS OF TEACHERS' CERTIFICATES, 1916

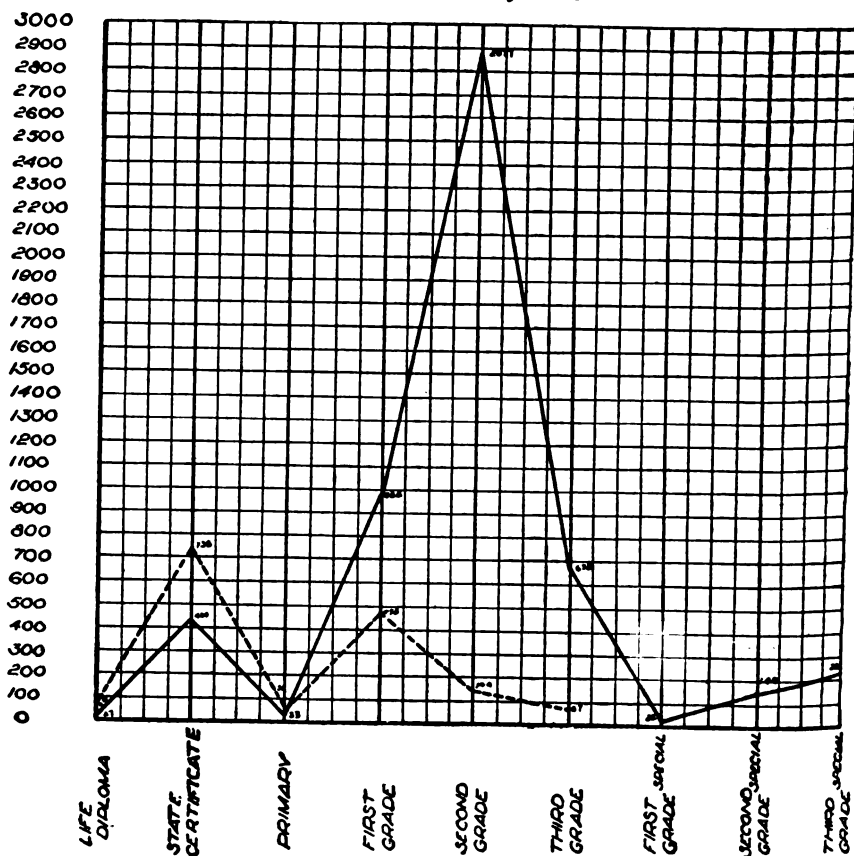


FIG. 21.

The solid line indicates rural teachers and the broken line village teachers

Compensation of rural and village teachers.—What compensation do the teachers receive? What, if any, is the relation between teacher preparation and efficiency, and teacher remuneration?

The salaries recorded (fig. 22) from the questionnaires are for the school year, which ranges from five to nine or more months. It should be kept in mind that the amounts herewith included are, as a

rule, all that the teacher earns in the course of a calendar year, and must support him throughout the vacation period, which many progressive teachers devote to summer school attendance. It is true, many teachers are obliged to canvass for books, sell insurance, etc., during the summer months. If law or medicine were so poorly paid that its practitioners would be obliged to find some other source of

PERCENTAGE RANGE IN SALARIES OF RURAL AND VILLAGE TEACHERS

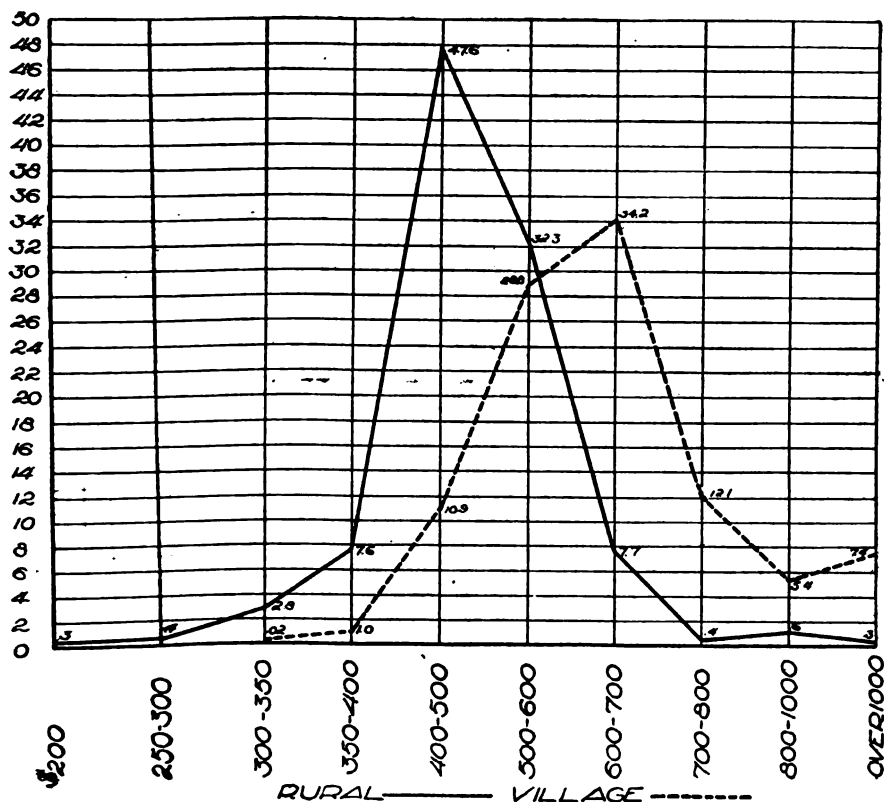


FIG. 22.

income during the slack periods, how many would continue in the profession?

The largest number of South Dakota rural teachers receive between \$400 and \$500 per annum. This is much less than a hired hand gets. Of the village teachers, 34.2 per cent receive between \$600 and \$700. From this point the graph drops rapidly.

Teachers are paid entirely too low salaries any way one looks at the problem. It takes both courage and devotion to one's work to

spend time and money on a thorough preparation, and then receive such beggarly returns on the investment. South Dakota should increase the teachers' salaries and make them worthy of the State. Other States are doing much better.

Table 92 shows conclusively that other Middle Western and Western States have all outstripped South Dakota in amount paid for salaries, and this State now stands lowest in the group of 23 States.

TABLE 91.—Average length of school year in months, and average annual salaries paid public-school teachers (1915-16), North Central and Western States only.

States.	Months.	Salaries.	States.	Months.	Salaries.
1. California.....	8.80	\$998.45	13. North Dakota.....	8.63	\$574.71
2. Washington.....	8.73	896.58	14. Kansas.....	8.19	572.01
3. Nevada.....	8.30	782.86	15. Missouri.....	8.09	558.71
4. Arizona.....	8.00	770.40	16. New Mexico.....	7.13	546.01
5. Illinois.....	8.20	750.85	17. Wisconsin.....	8.69	545.01
6. Idaho.....	7.75	742.81	18. Ohio.....	8.77	528.88
7. Utah.....	8.15	724.92	19. Minnesota.....	8.39	521.31
8. Montana.....	8.84	702.43	20. Iowa.....	8.50	517.65
9. Oregon.....	8.80	650.41	21. Wyoming.....	7.65	500.31
10. Colorado.....	8.35	632.85	22. Nebraska.....	8.18	438.45
11. Michigan.....	8.60	605.47	23. South Dakota.....	8.59	433.71
12. Indiana.....	7.75	580.32			

It is also suggestive to compare figures with salaries paid rural teachers in Saskatchewan, Canada. In a group of 1,982 teachers reporting, 46 receive from \$600 to \$700; 113 from \$700 to \$800; 838 from \$800 to \$900; 786 from \$900 to \$1,000; 199 from \$1,000 up. Should South Dakota not do equally well?

Summary.—The problem of teacher supply, which has always been difficult, has become especially trying on account of the world war. Unless radical steps are taken by the State's educational leaders and the next legislature to improve teaching conditions by offering larger salaries, better housing conditions, and in other ways improving the status of the teachers, there will soon be a dearth of professional teachers. Eighteen counties were actually short of teachers when this survey was made, with conditions getting worse daily.

The State's teacher-training institutions have been unable to supply the schools with well-prepared teachers even under normal conditions. Many teachers have been attracted to the State from the outside, and many have come into the schools by the examination route, without any professional preparation whatever. The normal schools must be assisted to do a larger service than hitherto, and strong high schools should be drafted to help in the work.

Recommendations for professionalizing the teaching staff.—The greatest educational problem in South Dakota, then, is how to get and retain in the profession a sufficient number of well-prepared

teachers. Before teaching can be thoroughly professionalized, several things must come to pass: The public must become fully awake to its responsibility toward the teachers; it must make the schools and housing conditions more attractive than they are; and in other ways make possible long, well-paid tenures in the same community. The State must, by legal enactment, safeguard the profession and offer special inducements to all teachers to equip themselves well for their profession and make it their life work. Finally, the teachers must do what they can to attain genuine professional standards of teaching.

To these ends the survey committee makes the following specific recommendations:

1. Improve teaching conditions by—

- (a) Establishing reasonable minimum salaries for all teachers;
- (b) Scaling all teacher's salaries to the grade of certificate held, thus placing a premium on special preparation.

2. Require higher teaching qualifications by—

- (a) Increasing, gradually, the entrance requirements of the State normal schools and lengthening their study courses;
- (b) Eliminating the third-grade certificate;
- (c) Discontinuing the issue of certificates on examination as soon as the normal schools, the department of education in the university, and department of education of the State college, and other teacher-training institutions have become fully equipped to supply all the professional teachers required;
- (d) Placing the minimum requirement for permission to teach at graduation from an accredited four-year high school, or its equivalent, and in addition, at least one year's professional study, acquired at a professional school for teachers. The standard to go into effect not before September, 1922.

3. Increase the supply of professional teachers by—

- (a) Organizing teacher-training departments in not to exceed 20 fully accredited high schools well distributed over the State; the schools to organize the professional work in fifth-year courses, and to receive State aid;
- (b) Establishing well-equipped departments for rural teachers at all the normal schools. (See p. 240);
- (c) Enlarging the facilities of the State agricultural college to prepare teachers of general agriculture and teachers of vocational agriculture and home economics. (See p. 249);
- (d) Granting State bonuses to teachers as rewards for long service in a single school community;
- (e) Establishing a retirement fund for teachers.

The recommendations further detailed.—Every teacher who has devoted his time and money to preparing for teaching should be assured of a reasonable return on his investment. To this end the legislature should set a minimum of not less than \$60 per month for the lowest-grade certificate.

Similarly, teaching rewards should bear a definite relation to the expense and time incurred in securing a higher certificate. Salaries ought, accordingly, to be based on the kind of certificate held. There should be a legal minimum salary for each kind. Thus the present second grade (the third grade not being considered) might receive the minimum of \$60 and upward; first grade, 15 per cent additional and upward; State certificate, 15 per cent more than first grade and upward; and so forth.

Long service in a single school community is good evidence of tact and ability. Moreover, nothing is more detrimental to school progress than constant change of teachers and administrative policy. The State should make reward for long tenure in the same community. Several States have found this good investment. Thus a second year in the same school might be awarded with State aid to the amount of \$5 per month; a third year with \$10 per month; and a fourth and each subsequent year with \$15 per month. It should be made unlawful for local boards to curtail local salaries by reason of these bonuses.

The fundamental reason for retirement pensions for teachers, as for any class of public employees, is the betterment of the service. The State is young and does not yet perhaps feel the need for retirement of superannuated teachers so strongly as some of the older States. By establishing an adequate pension system now, however, while the problem is still comparatively simple, nearly all the financial difficulties that beset retirement plans can be avoided. The exact details of the system should be worked out by a committee appointed by the governor, including both laymen and educators. It is essential that scientific insurance principles be allowed to control in the drafting of a law, and expert actuarial assistance should be employed from the outset. Any plan adopted should include financial support by both parties to the compact—the teachers and the State.

The third-grade certificate is a bid for immature and incompetent persons to gain entrance to the profession. Even on the plea of teacher shortage such certificates are untenable. The surest way to obtain a good teaching staff is to eliminate the incompetents, scale up teaching requirements, and add dignity and satisfaction to teaching by increasing its compensation to the level of modern living.

With proper financial support from the State and a reasonable enlargement of study courses and tightening of entrance requirements the State's teacher-training institutions should be able within five or six years to provide all the professional teachers required. When this time comes to pass certification through public examination should be discontinued, except that permits to teach may be

issued to teachers from outside the State until their credentials can be validated.

The minimum requirement for teaching (four-year high-school course and two-year professional course) should not go into effect fully before September, 1923, in order to permit the teachers in service who may not now have these requirements to attain this minimum. The normal schools should establish a well-supported extension service to reach all teachers who can not do the study under the added requirement in residence. (For details see p. 238.)

All other recommendations are discussed in Chapter XVIII.

Chapter XVIII

PREPARATION OF PUBLIC SCHOOL TEACHERS—THE STATE NORMAL SCHOOLS.

Section 1. FUNDAMENTAL PREMISES.

The State maintains four normal schools whose function is to prepare teachers for the public schools. These schools are the chief source of teacher supply in the State. The University of South Dakota supports a department of education which devotes its energies, in the main, to preparing high-school teachers, school administrators, and superintendents, and special-subject supervisors. The State College of Agriculture also gives courses in agricultural and related phases of education to students of college rank. In addition to the above, several denominational colleges and academies are accredited under law to offer educational courses, on the completion of which certificates are granted by the department of education. Finally, several of the larger high schools have begun, in a small way, to offer educational courses for elementary teachers.

The teacher-training program determined largely by legislative enactment.—Neither the normal schools nor the other higher State schools are limited by the legislative acts creating them to preparing a specified grade or grades of teachers. The function of each school has become delimited, largely through statutory legislation, under which students of the several schools may receive professional State and lower grade certificates upon completion of specified courses of study. The State board of regents of education have also followed a consistent policy of limiting the major activities of the normal schools to the large elementary field in education and the other higher State schools to the secondary field. The real anomaly in the educational field are the denominational colleges, which have the legal right to issue certificates, after approval by the State department of education. Some of these schools have virtually the same, and in some respects greater, privileges than have the normal schools, with their much larger professional equipment. That the limitations which are placed upon the schools may not in every respect redound to the best interests of teacher training in the State will appear later in this chapter. Before proceeding with the discussion of the several schools, however, the committee desires to state what appears

to be good national policy in regard to the functions of the several State schools in teacher preparation.

The largest, and in many respects the most important, function of normal schools is to prepare an ample number of rural and other elementary teachers. For this task the normal schools are admirably adapted. Their teaching force and physical equipment have been selected for this purpose, and their general professional atmosphere has developed with this purpose in view, namely, the preparation of elementary teachers. This should not be construed, however, to mean that normal schools may not be permitted to realize the praiseworthy ambition and prepare subject supervisors and even high-school teachers, if they have their chief function well mastered, and if the State otherwise can use the service of the normal schools to good advantage in this field. If, by way of illustration, it appears that the university and colleges of the State, by reason of poor location or for other reason, can not supply the required number of high-school teachers, it would seem only reasonable to encourage one or more of the normal schools to assist in this work, provided, as before stated, that their other more important function be well looked after.

In the eastern States, notably in New England, the line is clearly drawn. Here the normal schools limit their activities to preparing elementary-school teachers. In other sections of the country the lines have not been drawn so close. The explanation is that in the Middle West, West, and to a lesser degree in the South, the normal schools have grown up contemporaneously with the State universities and colleges and have often become well established as the chief institutions for preparing all grades of teachers, while the universities centered their energies on organizing their schools of arts and science. Here and there the normal schools have developed into colleges of education, competing for prestige and patronage with the schools of education in the universities and colleges.

The comparatively large and expensive laboratory equipment required for adequate preparation of high-school teachers, administrators, and supervisors is already at hand in the universities and larger colleges, which is a consideration to be remembered when determining the field and functions of the schools. Without question, the universities and colleges are by reason of their organization and equipment the logical institutions to supply teachers for secondary schools and school administrators and supervisors.

The survey committee wishes to summarize the fundamental purposes and limitations of the teacher-training schools in an average State in the following brief terms:

1. The State normal schools are by organization and educational traditions best fitted to prepare every grade of elementary school teachers. This should be their chief function.

2. The university and college have the equipment and scholastic atmosphere necessary for adequate preparation of teachers for higher grades of work. They should accordingly limit their function to supplying secondary school teachers and school administrators and supervisors.

3. These limitations may be modified so far as the normal schools are concerned to include also preparation of special subject supervisors and even high-school teachers—

(a) Whenever it appears that the normal schools are fully occupying the elementary school field and have the time and equipment to give this type of instruction advantageously; and

(b) Whenever it appears that the universities and colleges of the State can not for good and sufficient reasons alone cope with the problem of supplying these teachers.

The State should determine the functions and limitations of the normal schools and schools of education.—As stated above, each of the South Dakota teacher-training schools has hitherto been held to a definite field of activity indirectly by legislative enactment and directly by decree of the board of regents of education. Unfortunately neither the normal schools nor the university and accredited colleges have been able to supply the large number of teachers that are required to man the schools. The normal schools graduate yearly good size classes for the elementary schools and small high schools, but the numbers are entirely too small to meet the demand. The university and the colleges each year send forth a few teachers who have majored in education in the regular college courses and some who have pursued regular normal school courses.

The tabulation given below contains the whole number of students graduated in 1917. The total number is 686. Of these, however, 125 are not teaching, leaving as net total in the schools 561, or about one-fourth the number required to fill vacancies occurring in the schools. Assuredly, many other teachers have gone out from these institutions during the year, have taken partial courses, or summer-school work; but these can not be classed with the professionally prepared teachers.

TABLE 92.—*Graduates of accredited teach-training schools in South Dakota, 1916-17.*

Institutions.	Total number of graduates.	Where teaching.				Total number not teaching.	Total number teaching.
		Rural.	Village.	City.	Place not given.		
Northern Normal and Industrial School.	243	80	45	33	19	66	177
State Normal School, Madison.	133					40	93
State Normal School, Spearfish.	44	22	9		3	10	34
State Normal School, Springfield.	44	25	7	2		10	34
University of South Dakota.	7			7		0	7
State College of Agriculture.	17		3	12		2	15
Dakota Wesleyan University.	31	7	15			9	22
Huron College.	21	4	4	7		6	15
Yankton College.	22	5	9	3		5	17
Lutheran Normal School.	38	25	3			10	28
Augustana College.	23	10	4		3	6	17
Sioux Falls College.	6		2			4	2
Westington Springs Junior College.	27	13	7		4	3	24
Ward Academy.	24	20	4			5	19
Totals.	680	211	112	64	29	176	504

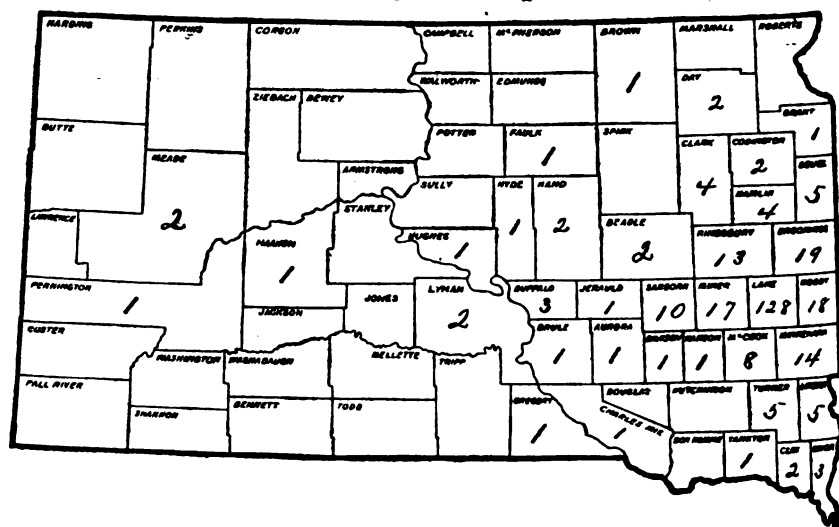
Section 2. THE STATE NORMAL SCHOOLS.

Normal school control.—The normal schools are under the general control and management of the State board of regents of education. This is preferable to one board for each school. In one respect alone does this board fail to reach the best results of administrative efficiency, viz, in the manner of organizing its standing committees of two members for each higher institution, the chairman of each committee becoming, through professional courtesy, the controlling power in his particular school. This plan of standing committees is provided to expedite business and to look after local details. The survey committee believes that business details of this kind now looked after by the standing committees should be handled through the executive division of the State department of public instruction, whose chief might be made the permanent paid secretary of the regents. It would also be highly desirable that the pay rolls and certain other business matters of the higher institutions be attended to by the regents through the same division. This change is suggested to remedy the prevailing practice of circulating vouchers and other papers for approval and signature, which has been the cause of serious delay in payments of salaries and current expenses. It would also provide the regents with a permanent business office in the State capital.

Location of normal schools and distribution of students.—Two of the normal schools are well located geographically; the other two are, unfortunately, located on the borders of the State and not easily accessible. The Northern Normal and Industrial School is situated at Aberdeen, at the center of a network of railway lines,

its student body from every section of the State, more uniformly even than does the University of South Dakota.

The State Normal School at Madison has reasonably good railway facilities and has the advantage of being only a half-hour's travel



from the metropolis, Sioux Falls. It is in the heart of a rich agricultural section, which should be a determining factor in the

organization of its work—the specialized preparation of rural teachers. This school has not attracted students so uniformly from the different counties as has the school at Aberdeen, partly because it has not been so well supported financially, and probably also because it has not taken advantage of its opportunities as they have come.

The State Normal School at Spearfish is the teacher-training school of the Black Hills section of the State, and its drawing power is largely limited to that area. The school is attractively situated, in healthful surroundings. It is difficult to reach by rail, but with the advent of the automobile stage this drawback is no longer of serious consequence.

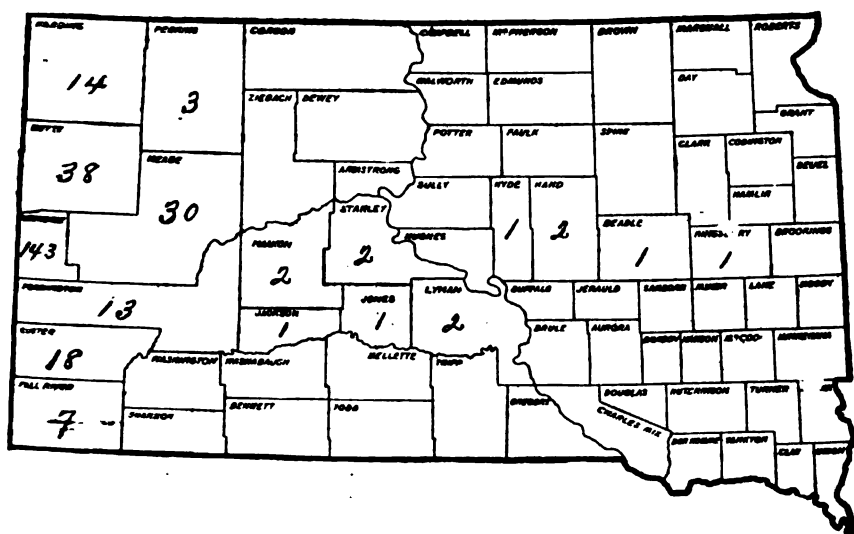


FIG. 25.—Map of South Dakota showing distribution of students in attendance at the State Normal School at Spearfish for the school year 1916-17.

The State Normal School at Springfield is the most unfortunately located of all the schools, lying, as it does, on a little-traveled branch line on the extreme southern border of the State. Its drawing power is decidedly local, a large majority of the student body being from Bon Homme County.

Were it not for the urgent demand for larger and still larger numbers of teachers prepared in normal schools the committee would feel justified in recommending that the school at Springfield be closed, and that the school at Spearfish be moved to a more accessible center in the Black Hills. This matter has been agitated in the State from time to time, probably to the detriment of the schools in question. The committee does not now feel justified in recommending the discontinuance of either of these nor-

Who the normal-school students are.—Table 93 is compiled from data procured from the students of the four schools, called together solely for this purpose. The total number answering includes all in attendance except chance absentees and a few groups of practice students who were unable to leave their charges. The outstanding point of interest is that three-fourths of all the students were reared on the farm, their parents still making their living from the land. In a total of 1,209 students answering, only 852 intend to become teachers. This shows clearly that the schools are being utilized for

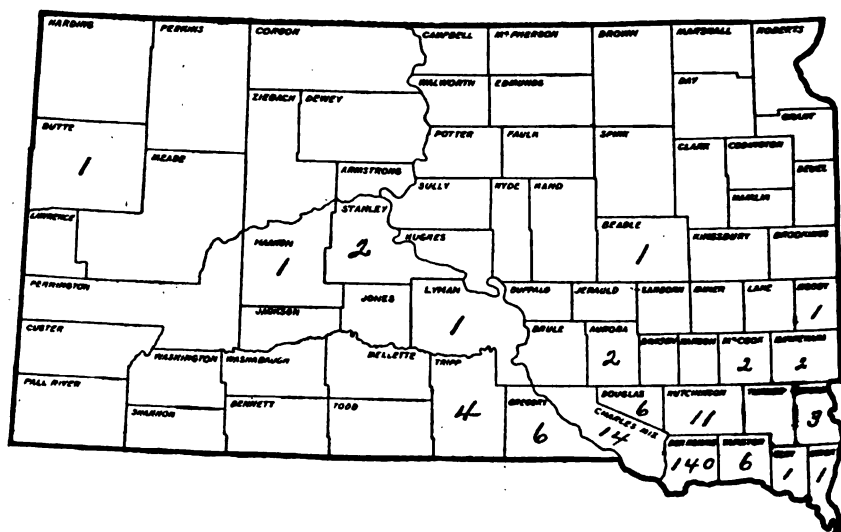


FIG. 26.—Map of South Dakota showing distribution of students in attendance at the State Normal School at Springfield for the year 1916-17.

academic purposes to an unusual extent. It is surprising to learn that the school at Aberdeen, which has charter rights to give industrial instruction in addition to its normal courses, has a larger percentage of students who expect to teach than either of the other schools. The percentages of students not intending to teach are, Aberdeen, 21.78; Springfield, 26.21; Madison, 34.40; and Spearfish, 37.90. The school at Spearfish draws many students from villages and the ranching country where there are no high-school facilities. It is the only high educational institution of any kind in the Black Hills, aside from the school of mines; as such it has unquestionably served a good purpose. Here is seen another argument for establishing a junior college in this section (see p. 257). It is not easily explained why so many students at Madison should not wish to teach. Springfield and Spearfish supply high-school facilities for their

respective villages, which further accounts for the large academic student body that does not expect to become teachers.

TABLE 93.—*Data pertaining to birthplaces, preparation, and probable teaching position of students in South Dakota normal schools.*

Data pertaining to students.	Name of normal school.				Total.
	Aberdeen.	Madison.	Spearfish.	Springfield.	
Number reporting.....	485	250	309	165	1,209
Where born:					
On the farm.....	353	180	160	118	811
In town.....	88	49	126	37	300
In the city.....	44	21	22	9	96
Not reporting.....	0	0	1	1	2
Total.....	485	250	309	165	1,209
Guardian's occupation:					
Farmer.....	337	184	200	120	841
Business.....	85	37	58	24	204
Professional.....	18	9	12	12	51
Artisan.....	34	20	38	8	100
Not reporting.....	11	0	1	1	13
Total.....	485	250	309	165	1,209
Intend to teach:					
Yes.....	377	164	190	121	852
No.....	105	86	116	43	350
Not reporting.....	3	0	3	1	7
Total.....	485	250	309	165	1,209
Intend to make teaching permanent occupation:					
Yes.....	312	164	144	75	695
No.....	142	86	161	49	438
Not reporting.....	31	0	4	41	76
Total.....	485	250	309	165	1,209
Where they expect to teach:					
In the country.....	217	151	142	108	618
In town.....	164	48	44	13	269
Not reporting.....	104	51	123	44	322
Total.....	485	250	309	165	1,209
Kind of teaching:					
Elementary.....	90	67	153	12	322
Intermediate.....	92	11	29	13	145
High school.....	30	16	21	3	70
Rural school.....	157	75	81	93	406
Supervisor.....	11	0	1	0	12
Not reporting.....	105	81	24	44	254
Total.....	485	250	309	165	1,209
Desire to make rural teaching life's calling:					
Yes.....	86	33	154	43	316
No.....	355	166	130	80	731
Not reporting.....	44	51	25	42	162
Total.....	485	250	309	165	1,209
Under changed conditions would make rural teaching life's calling:					
Yes.....	175	89	111	87	462
No.....	266	110	70	33	479
Not reporting.....	44	51	128	45	268
Total.....	485	250	309	165	1,209

The students hope to teach in all grades of schools—rural, other elementary, intermediate, and high school, and as special supervisors. It is noticeable that the largest number expect to *begin* teaching, at least, in rural schools. Perhaps the most outstanding fact in the table is that, while so many were born and reared in the country, very few desire to teach there out of choice. This speaks volumes. But very many more express a desire to teach there under improved educational conditions. Apparently, then, the normal schools will be able to supply many more good rural teachers as soon as the public becomes aware of its responsibilities toward the profession.

Academic preparation and age of the students.—Table 91 gives the academic preparation at admission and age at completing the present course. In a total of 1,209 students, 603 come direct from the eighth grade. This is because many communities have little or no high-school facilities. It is gratifying that the next largest group (254) are graduates from four-year high schools. The ages of the students range according to expectation. Three groups (15, 16, and 17 years) will not yet have reached legal teaching age when the to the group not expecting to teach.

course is assumed to be completed. Many of these, no doubt, belong

From the above study these facts may be deduced:

- (1) Students attending the normal schools do not all expect to teach.
- (2) Very many rural-born students shun teaching in the country, knowing from their own childhood experiences the meagerness of teaching opportunities.
- (3) Many rural-born students would be glad to teach in the country if teaching conditions were improved.
- (4) The normal schools extend a service to communities without high-school facilities which might be done to better advantage by rural high schools, State junior colleges, and denominational colleges.
- (5) The mass of the student body are too young to give the normal schools that atmosphere of maturity and professional seriousness which marks the students in the other State colleges.

TABLE 94.—Data pertaining to entrance qualifications, ages, etc., of South Dakota normal school students.

Qualifications and ages.	Name of normal school.				Total.
	Aberdeen.	Madison.	Spearfish.	Springfield.	
Number of years completed above eighth grade at time of entering normal school:					
None.....	177	127	184	115	603
One.....	41	26	42	25	134
Two.....	60	38	31	11	140
Three.....	22	2	19	6	49
Four.....	163	57	27	7	254
Five.....	12				12
Six.....	4				4
Not reporting.....	6		6	1	13
Total.....	485	250	309	165	1,209
Age at time of completing present course:					
Fifteen.....	2	1	0		3
Sixteen.....	7	5	0	5	17
Seventeen.....	20	27	16	22	85
Eighteen.....	116	81	66	53	316
Nineteen.....	81	57	70	44	252
Twenty.....	90	40	55	19	204
Twenty-one.....	60	16	50	9	135
Twenty-two.....	33	9	21	3	66
Twenty-three.....	31	1	11	4	47
Twenty-four.....	17	2	5	2	26
Twenty-five.....	10	2	6	0	18
Twenty-six.....	2	2	2	1	7
Twenty-seven.....	7				7
Twenty-eight.....	4				4
Twenty-nine.....	3				3
Thirty.....					
Thirty-one.....					
Thirty-two.....					
Thirty-three.....					
Thirty-four.....	1				1
Forty-two.....	1				1
Fifty-two.....			1		1
Fifty-four.....		7	6	3	16
Not given.....					
Total.....	485	250	309	165	1,209

Justification for the presence of academic students in the normal schools.—Of the 603 students reporting normal-school entrance direct from the eighth grade, many are registered in the elementary and intermediate courses and expect to become teachers, but a number of students are in attendance to acquire an academic education. The normal schools are justified in making provision for such students coming from communities without high-school facilities, who wish to pursue the normal-school courses, since it would be impossible otherwise to obtain a sufficiently large number of academically prepared students for the professional courses. On the other hand, the normal schools should refuse to accept purely academic students who could just as well acquire instruction elsewhere.

TABLE 95.—List of graduates from the normal schools, 1917, and their present occupations.

Schools.	Course completed.	Present occupations.											
		Enrolled.	Teaching.				Attending school.	Home work.	Married.	Enlisted.	Government service.	Clergyman.	Deceased.
			Rural.	Village.	City.	Place unknown.							
Aberdeen	Advanced.....	60	12	20	15	3	50	3			1	1	5
	Normal manual training.....	2		1	1		2						0
	Normal household arts.....	8			2	1	4	1	1				2
	Drawing supervisors.....	3		1	2		3						0
	Music supervisors.....	1					0	1					1
	Primary and kindergarten.....	16	2	3	7	3	15	1					16
	Advanced industrial.....	3			1		1	1					3
	Intermediate normal.....	98	37	17	6	12	72	5	1	1			18
	Elementary normal.....	52	29	1	0	0	30	3	1			1	7
	Total.....	243	80	45	33	19	177	15	2	3	1	1	32
Madison	Advanced.....	14											
	Advanced primary.....	11											
	Intermediate.....	75											
	Elementary.....	33											
Spearfish	Total.....	133											
	General.....	4				1	1	1		1			0
	Advanced.....	37				33	33	1	2	1			0
	Commercial.....	2					0	1			1		0
	Home economics.....	1					0	1					0
Springfield	Total.....	44											
	Advanced.....	18				11	11	4	1		2		0
	Intermediate.....	15				12	12	2		1			0
	Elementary.....	11				11	11						0
	Total.....	44				34	34						11

It is deemed highly advisable by the survey committee that the students and courses should be reclassified gradually, so that ultimately all students of less than high-school graduation be ranked as prenormal students and grouped in a prenormal academic department. This can be realized as soon as the professional courses are lengthened to one, two, or three years above high-school graduation, instead of, as now, above eighth-year graduation.

Finally, the normal schools at Spearfish and Springfield are justified in furnishing their respective villages with high-school facilities through the medium of their practice schools and the elementary courses, because without this arrangement it would be impossible for either school to maintain its required practice school and because these students pay the required tuition fee.

Uniformity of fundamental courses in all the normal schools.—In 1911 the State legislature enacted a new law relating to granting teachers' certificates. Under its provisions second and first grade certificates, five-year State certificates, and convertible two-year provisional certificates are now issued by the State department of public

instruction to normal school and other accredited school students of prescribed age and attainments without examination. This is a long step in the direction of placing teaching on a professional basis.

The normal-school courses are planned to comply with the requirements of this law. They comprise three main courses—the elementary, intermediate, and advanced. The first of these meets the requirements for the second-grade certificate and embraces two years of study above the eighth grade; the intermediate course leads to first-grade certificate and embraces four years of study above the eighth grade; the advanced course leads to a life certificate and embraces six years above the eighth grade.

The schools, further, have a one-year course for high-school graduates, leading to first-grade certificate. In addition to all these courses, each institution offers certain other courses sanctioned by the regents and approved by the State superintendent. They appear in Table 95, which contains the number enrolled in each course, the kind of school in which teaching, and other occupation if not teaching.

Organization of study courses at Aberdeen.—The Northern Normal and Industrial School was organized in 1901. The object of its establishment was “to give instruction to persons of both sexes in manual training and in the industrial and mechanical trades, arts, and sciences and the allied branches of learning.” The act creating the school is comprehensive and might be construed in such broad terms as to make it a competitor of the university and the agricultural college. This would have been unwise in the extreme. Fortunately, whatever ambitions the school may have had under former administrations have been directed wisely by the regents, with the result that the institution is satisfied to develop as a normal school, laying exceptional stress on the industrial subjects. In some particulars, however, the committee believes the school would do well to modify its study courses. The following is a statement of the present study courses:

ADVANCED.

(Six years from eighth grade.)

Normal, leading to diploma of graduation and to the State certificate and life diploma.

- (a) General course.
- (b) Normal-manual training.
- (c) Normal-music supervisor.
- (d) Normal-household arts.
- (e) Normal-drawing supervisor.
- (f) Normal-primary and kindergarten.

Industrial, leading to diploma of graduation and accrediting to junior university standing.

- (a) General course.
- (b) Manual training.
- (c) Domestic arts.

INTERMEDIATE.

(Four years from eighth grade.)

Normal, leading to second-grade teachers' certificate, valid for three years.*Industrial*, preparatory to technical or engineering courses.

ELEMENTARY.

(Two years from eighth grade.)

Normal, leading to second-grade teachers' certificate, valid for two years.*Industrial*:

(a) Trade courses.

(b) Commercial course (may be completed in 36 weeks).

(c) School of agriculture (may be completed in winter terms comprising 38 weeks).

These courses have been approved by the State board of regents of education and by the department of public instruction, subject to the following general regulations:

On permission of the committee on extra credits, students may take 25 hours' work each quarter, this being the maximum amount permitted in any case. Thus the way is opened for 15 hours' additional elective work each year. (Regents' resolution and educational department ruling.)

These differentiated courses, which are taken from the 1916-17 calendar of the school, group all subjects as "normal" and "industrial" with subdivisions under advanced, intermediate, and elementary courses.

The general advanced course in the normal group represents six years of study above the eighth grade and "leads to full junior standing in the leading universities." The committee believes that this course should be abandoned. Young people who plan to attend university or college should enter those institutions as freshmen. Moreover, as a normal school is a unique, professional school, differing in aim from the purely academic institutions, it can in no sense be considered as a college preparatory school.

Subcourses b, c, d, e, f in the normal group are all advanced six-year courses, intended to prepare teachers and supervisors in these subjects. The equipment of the school is ample for this particular phase of school work, which is done so meagerly in the other higher institutions that the committee believes all these courses ought to be retained and strengthened by increasing, gradually, the entrance and graduation requirements, as discussed elsewhere.

The intermediate and elementary normal courses are discussed later under "Proposed courses and standards." The industrial courses are seven in number, including advanced, general manual training, and household arts courses of six years above eighth grade preparing for junior university standing, and several other intermediate and elementary courses of a commercial and trade-course nature. There is finally a school of agriculture, of 20 weeks' duration.

It is accordingly recommended by the committee that all the industrial courses be discontinued after the present war emergency has passed, and the equipment and facilities be utilized wholly for the industrial phases of the normal-school courses.

Organization of study courses at Spearfish.—This normal school maintains well-adapted advanced, intermediate, and elementary normal courses, as well as a three-year commercial course, and agriculture and industrial short courses of three years of 18 weeks each and a two-year vocational course for dressmakers and milliners.

It is unquestionably eagerness to serve their constituencies and a fear that people may otherwise go untaught that have tempted this and other normal schools to reach out and do work which does not legitimately belong in teacher-training schools. The committee believes that the vocational courses enumerated above have no legitimate place in a State normal school. It should be understood, however, that it is not the committee's intention to eliminate commercial, agricultural, and other industrial and vocational subjects from this or any other normal school, but rather to redirect the purpose of these subjects. Every normal school in the State should require a certain amount of instruction in bookkeeping, in farm accounting, in agriculture, etc., but the purpose should be to provide the State with better teachers rather than with expert accountants and professional milliners and agriculturists.

For this reason the committee recommends that all courses in the school not planned for teachers be discontinued.

Organization of study courses at Madison and Springfield.—These schools adhere quite closely to the courses of study outlined to meet the certification law of 1911. In addition to the professional two, four, and six year courses described above, Madison offers a two-year primary and kindergarten course for high-school graduates or the equivalent. The school is well equipped to do this work. Madison also offers a two-year course for rural teachers, open to eighth-year graduates. This course is too brief to prepare the right type of rural teacher. Furthermore, it is a course on paper only, as the school has not yet employed the necessary rural expert to have charge of the course, and no students are enrolled. The rural course should be reorganized and strengthened in accordance with the recommendations given later in this chapter.

Springfield offers, in addition to the regular elementary, intermediate, and advanced courses, a business course and special music instruction. The business course as advertised "gives to those who wish to engage in business pursuits an opportunity to fit themselves in a practical manner," etc. This goes clearly beyond the province of a normal school. The course should be discontinued, and the commercial subjects adapted to the needs of the regula

students. All students should have an opportunity to include much public-school music in their courses and even to take private lessons; but the committee is inclined to think that private instruction is carried to an extreme in this school and urges that the tendency be curbed.

During the year several hundred teachers came to the State who had received their preparation in other States. However, these are offset by an almost equally large number of teachers leaving this State to teach in other States. To say, then, that 1,500 teaching recruits go into the schools annually with little or no professional preparation is probably not overstating the case, although final data are not available.

The State needs annually about 150 high-school teachers. A very small number were supplied by the university and the State college. The denominational colleges supplied a larger number, most of whom had had little or no real practice teaching. This educational field is not fully occupied. The normal schools send a fair per cent of their graduates into rural schools; the rest go into village and town schools and the nonaccredited high schools. But the numbers are wholly inadequate.

The best interests of the State seem to demand that—

(a) The facilities for preparing teachers in the normal schools be greatly enlarged; that to this end one normal school devote its energies chiefly to preparing rural teachers, and three schools to rural and other elementary teachers and subject supervisors.

(b) The best high schools in the State be authorized to prepare elementary teachers (see Chapter XIX) to provide elementary schools with the required number of teachers.

Proposed standards for the normal school.—When the nonprofessional courses are eliminated the normal schools can concentrate all their efforts on improving the regular normal-school courses. The professionalization of the teaching staff must ultimately be decided by, or at least through, the normal schools. The way to procure a permanent staff of good teachers is, paradoxical as it may seem, to increase entrance requirements and lengthen courses of study. For a person who invests a good measure of time and money in his professional education will be loath to abandon his own calling for other callings, as is such a temptation to people who have made no real sacrifice in preparation for this life work.

The committee proposes at this juncture to restate and lay down for the guidance of South Dakota a few of the standards that have been formulated by the United States Bureau of Education and set down as reasonable guides for other States:

1. The State should require certain definite academic and professional attainments of all teachers.
2. The entrance requirements of the State normal schools should gradually be raised to graduation from a four-year accredited high-school course.
3. The lowest grade of certificate to be issued by the normal schools after 1924 should represent two years above high-school graduation. After 1925 the normal-school diploma should be given only to those who have finished satisfactorily a full course of three years.
4. The ultimate standard of attainment for all persons teaching in the State should be graduation from an accredited four-year high school and at least two years of professional preparation.
5. The process of elimination should be gradual, to permit teachers in service to meet the new requirements without undue hardship.
6. The normal schools should organize thoroughgoing extension courses for the teachers in service.
7. The normal schools of this agricultural State should recognize a special obligation to provide appropriately trained teachers for rural communities.
8. The normal schools should offer differentiated courses of study representing two and three years above high-school graduation.
9. The principal function of the normal schools should be the preparation of elementary teachers for the rural and other elementary schools, while the principal function of the departments of education in the university and the colleges should be the preparation of high-school teachers.

Recommendations for securing these standards.—To secure the establishment of the first six of these standards the committee recommends:

(a) That, beginning with the fall term of the school year 1920-21, the first year of all the courses (being the ninth year in the public-school course) as now given be discontinued, and that for that year the minimum requirement for admission to any regular course of the normal schools be made the completion of one full year of the course of an accredited high school or its equivalent.

(b) That, beginning with the fall term of the school year 1921-22, the second year of all the courses of study as now given be discontinued, and that each year thereafter an additional year shall be discontinued until by the fall term of the school year 1924-25 only graduates from fully accredited high schools, or the equivalent, be admitted to the regular courses in the State normal schools.

(c) That when the new entrance requirements begin to be realized the State normal schools may organize prenormal-school departments of an academic nature for students from sections of the State without good high-school facilities, provided that these prenormal-school departments be abandoned as soon as high-school distribution shall have become ample.

(d) That after the close of the spring session of 1924 all normal-school certificates or credentials given for the completion of courses representing less than two years of study after the completion of a high-school course of four years be discontinued.

(e) That after the close of the spring term of 1925 the two-year course normal-school diploma be awarded for the completion of a two-year full course above high-school graduation, and that the advanced normal-school diploma be awarded for completion of three-year courses above high-school graduation only.

(f) That, since there are in the service of the rural and other elementary schools of the State many teachers of less academic and professional preparation than will be required by the higher standards in use after 1925, special provision be made at the summer sessions of the normal schools for these teachers, and that such irregular courses be offered as may be necessary to meet their needs.

(g) That all such teachers be required to attend the summer session of some normal school, university, or accredited college to attain the new standards; or, in lieu thereof, to meet these standards through study at the study centers organized for this purpose (see next paragraph below).

Training of teachers in service.—The responsibility of the normal schools does not stop with the graduation of their teachers-in-training. If teaching is to be a definite profession, the teacher-in-service must continue to receive professional direction from the normal schools. To this end each of the four South Dakota normal schools should organize an extension service, each operating within its own normal-school extension district, the boundaries of which may be determined by the State board of regents or by the administrative heads of the four schools. The purpose of this extension service should be twofold: (1) To assist all teachers now in service to attain the gradually increasing requirements under the new standards. (2) To provide advanced work for normal-school graduates now in service.

It would be unfair for the State to require the higher certification standards proposed above and not to offer the means by which these requirements could be attained without temporarily abandoning the teaching field. Some of the teachers in the service of the State are mature instructors with families and others depending on them for support, which would prohibit actual school attendance on their part. To reach this large group of teachers is the primary purpose in recommending an extension service in the normal schools. The committee feels that this extension work can be made an important part of the normal-school service to the State. A director of extension should be appointed for each school with a sufficient number of assistants to establish week-end study centers within convenient reach of the teachers.

A similar extension service has recently been recommended by the Bureau of Education in its surveys of the educational systems of Washington, North Dakota, and Arizona. The details of the service must be conducted in the manner best suited to the needs of each

extension district and the State. The committee believe that a modified form of the so-called "Iowa plan" organized by the Iowa State Teachers' College for that State, would meet the South Dakota requirements.

Advanced work for graduates.—Graduates from the professional courses of the several State normal schools receive a normal-school diploma granted for life, which entitles the holder to teach without examination in any public school in South Dakota. Unfortunately, graduation from a normal school, however good, is no guarantee that the students will make successful teachers. Certain European countries never grant permanent certificates until the candidate has served a successful apprenticeship of two or more years, during which much time must be devoted to professional reading under Government direction. The committee believes that the professional standards of all teachers would be greatly improved if provisional licenses only were granted on the basis of normal-school diplomas, but that these licenses should be converted into life certificates after the graduates shall have proved both their ability to teach and their willingness and ability to carry forward cultural and professional study without the constant oversight of teachers and other school helps. To this end the committee recommends an extension service for normal-school graduates much like the service proposed by the Bureau of Education in its educational surveys of Washington, North Dakota, and Arizona, namely:

(1) That for all graduates of the normal schools who hold diplomas valid as certificates to teach in the State the State department of public instruction shall, with the assistance of the presidents of the normal schools and the heads of the departments of education in the university, prepare thoroughgoing courses of study, including both professional and cultural subjects, which may be completed within a period of three years from the time of beginning study; that examinations on portions of these courses be held from time to time; and that no person receive a permanent license to teach in the public schools of the State until after he has passed a final examination in all courses prescribed; the final examination should be passed not earlier than two nor later than five years after the time of leaving the normal school.

(2) That State, county, and city superintendents and supervisors be required to give special attention to young teachers who are pursuing these prescribed courses of study and have not yet received a permanent license to teach. Before granting the permanent license to any teacher the State department of public instruction should require a statement that such teacher has passed a satisfactory examination on the prescribed course of study, and also a specific report from a qualified superintendent, supervisor, or inspector that this

teacher has taught satisfactorily not less than 16 months in the schools of the State. And this report should be accompanied by detailed records of the work done within the past eight months, showing its excellence and defects.

(3) That the same policy in regard to permanent licenses to teach in the elementary schools of the State be pursued with teachers entering the service from other States. The first license granted to any such teacher should be a temporary license.

Specialized departments in which to prepare rural teachers.—The State requires about five rural teachers for each one needed in the towns and cities. The educational needs of the rural-school teachers have already been alluded to elsewhere, but the subject is important enough to warrant special discussion.

The tragic mistake has been to assume that rural teachers can get along with less preparation than is needed elsewhere. Consequently, inexperienced, immature, and half-taught persons have been pushed out into rural districts to teach, with the result that rural schools in many places do not provide the kind of education required by its patrons. It is not sufficient, therefore, that teachers in rural schools should have as much general education and professional skill as teachers in the elementary grades in town schools. In addition they need a wider range of knowledge in many subjects not necessary for the elementary teachers in town schools. Rural teachers must understand the underlying problems of country life and must have correct vision and point of view and zeal to undertake the trying tasks of modern rural teaching. This calls for many-sided specialized preparation which can not be acquired in the general pedagogical courses. Specialized departments in charge of rural life experts are necessary if the schools would solve this important problem. The courses offered must be practical and contain all the sciences that pertain to rural life; moreover, the courses must be made at least as long in time as the advanced courses preparing for teaching in town. Land and laboratories are needed in which to apply the course of study. There should also be a rural practice school of the consolidated type established in connection with each normal school, and other near-by rural schools might profitably be organized for rural observation purposes.

Teaching staff and class organization.—The following summary (Table 93) giving (1) the number of regular instructors, (2) salaries for the regular school year of three terms, (3) the average number of different subjects taught, (4) the average number of class periods per week for each instructor, (5) the average number of students per hours, and (6) the average number of student clock hours per week, furnishes an exact basis for a comparative study of the four State normal schools:

TABLE 96.—*Number, salary, and class work of the instructors of normal schools of South Dakota.*

Normal schools.	Number of regular in structors.	Average salary for regular school year.	Average number of sub-jects taught.	Average number of reci-tations per week.	Average number of students per class.	Average student clock hours per week.	Critic teacher and others not classed as regu-lar.	Average salary of those not classed as regu-lar in-structors.
Aberdeen.....	33	\$1,383.58	3+	18	27	410	2	\$410
Madison.....	15	1,456.67	3+	14	35	466	14	374
Spearfish.....	23	1,293.50	3+	24	31	601	12	880
Springfield.....	14	1,121.43	3+	16	17	271	7	321
Average.....	21	1,313.77	3+	18	28	437	9	496

The table should be studied in the light of the following standards for normal schools now generally accepted by students of education who have given serious study to the internal administration of this class of schools:

(1) The average salary of regular instructors should approach \$2,000 per annum; the salary of practice school-teachers should approach \$1,800.

(2) The number of classroom clock hours per instructor should not exceed 20 per week.

(3) The number of students per class should not exceed 30 or 35, except in lecture work.

(4) The average number of student clock hours carried by an instructor may reach 300 and 400, the reasonable load in any case being determined by the kind of work required.

The summary distinguishes between regular normal school instructors and critic teachers, assistants, part-time teachers, etc. Aberdeen has the largest number of regular instructors, and Springfield the smallest. The salaries average very low throughout and should be scaled up to the standards laid down in the preceding paragraph. The average number of subjects is about what it ought to be, as the schools are organized on a reasonably definite departmental basis.

The number of recitations per instructor average only 18 per week, which is less than the standard load. Spearfish alone averages above the standard. The same may be said about the average number of students per class. None can be considered too large, and Springfield carries classes that are unusually small. The average number of student clock hours is too high at Spearfish, because the instructors carry more than the standard requirement of recitations. Springfield is not running at full capacity; the other two schools carry about the correct load of student clock hours, although the figures are somewhat high, due to the large number of physical culture and music students included in the tables.

From the above it appears:

- (1) That the normal school staffs are greatly underpaid.
- (2) That staff members can not be said to be overloaded with work; indeed, the standards being about right with the exception of Springfield, which operates at about two-thirds capacity, due to the small number of students in attendance.

Section 3. MAINTENANCE, PHYSICAL EQUIPMENT, AND PRESENT NEEDS OF THE SOUTH DAKOTA NORMAL SCHOOLS.

(A) THE NORTHERN NORMAL AND INDUSTRIAL SCHOOL.

Physical equipment.—The general equipment of this school is adequate for good instruction. The grounds comprise 25 acres, situated on the outskirts of Aberdeen, platted to lawns, shrubbery, agricultural experiment plats, playgrounds, etc. Six buildings are used for school purposes, two being dormitories, devoted entirely to the use of young women. The central building contains laboratories, classrooms, and the library collections. The administration building, as signified in the name, contains the executive offices, and in addition the auditorium, post office, book store, home economics, kitchen and serving rooms, and recitation rooms. The manual arts building contains the school's well-equipped wood and metal shops, tool and stock room, forge shop, foundry, drafting room, gymnasium, and other rooms and equipment. This building is exceptionally well adapted for advanced industrial work, as well as for the type of manual training required in the public schools. The central heating plant is well equipped with high-pressure boilers, which are ample for all purposes. This school has no practice school equipment on the premises, as all practice teaching is done in the Aberdeen public schools.

Additional equipment needed.—This school has unquestionably received more liberal appropriations than any other normal school in the State, although it has not had any too much. A liberal treatment of all the normal schools is the best policy for the legislature to follow. These schools must be assisted in every way to expand and attract more students. The Northern Normal and Industrial School should have certain definite equipment for future enlargement. This includes:

- (1) A new auditorium and gymnasium.
- (2) Remodeling the old dormitory for women.
- (3) A rural practice school.
- (4) Increased library facilities, equipment, and books.

Plans should be made for one substantial building to be used as auditorium and gymnasium. The present assembly hall should be converted into library quarters, and the present library transferred

from the central building where the present quarters are needed for classrooms. The gymnasium is too small and poorly located for present needs. The space now occupied by the gymnasium could be used to good advantage by the industrial classes. For the new building \$200,000 would be needed.

The woman's building could be remodeled and modernized at an outlay of about \$10,000.

The most urgent need of the school is, however, rural practice school facilities. Since the biggest present task of the normal schools is to supply many well-prepared rural teachers, each of the four schools should be provided with good practice school plants of the consolidated type. Aberdeen should acquire the triangular tract of 15 acres adjacent to the athletic field. Here should be erected a model two-room school, with full basement, and a model teachers' cottage, both structures complying with the suggestions for ideal school plants discussed elsewhere in the report. It would be highly desirable for the school to enter into a cooperative agreement with the Aberdeen township board to consolidate its three one-room schools at the proposed model school.

(B) THE STATE NORMAL SCHOOL AT MADISON.

Physical equipment.—The school is hampered for lack of ample financial support and up-to-date equipment. The school boasts an excellent training-school building, a good gymnasium, and an adequate heating plant. The rest of the plant and equipment is wholly inadequate. Aside from the buildings mentioned above, the school utilizes the so-called east wing and west wing for recitation rooms, laboratories, library, auditorium, and administration purposes. Another building is used as dormitory for young women.

The library collection is small (4,000 volumes) and poorly housed. A definite annual appropriation of not less than \$750 is necessary to get the collection brought up to date. This school has no equipment for manual training and shopwork, if one leaves out of consideration one poorly equipped cellar room not worth mentioning. The auditorium is small and difficult of access. The exit is badly planned and dangerous.

Additional equipment and teaching staff needed at Madison.—(1) The plan of the school authorities has been from the first to connect the east and west wings by a central main building. This is an excellent idea for a State like South Dakota, with its severe winter weather. The committee recommends that a large central building be erected at a cost of about \$200,000, between the present wings and connected to them by fireproof protected passageways. The new building should be fireproof throughout, and should be planned to house the administration offices, the library, a number of recitation

rooms, and the auditorium. This readjustment would allow ample space for industrial work in one of the present wings.

(2) This school should devote all its energies to preparing elementary-school teachers, including rural teachers, since it lies in the heart of a great agricultural section. To this end the normal school must establish a practical rural practice school. A school plant is recommended, identical with that recommended for Aberdeen. The normal-school campus contains 20 acres. It is urged that 20 acres lying near by (which the committee understands can be procured now at a reasonable price) be purchased and used for rural school plant and agricultural experimentation.

(3) The following staff members should be added without further delay: An expert to organize the rural school department, a manual-training director, one assistant in home economics, one instructor in public-school music, one critic teacher, and one additional janitor.

(C) THE STATE NORMAL SCHOOL AT SPEARFISH.

Physical equipment.—The school plant is composed of four large buildings and a central heating plant set in 80 acres of land used for grounds and school farm. This school is fortunate in having its own school farm of 70 acres. This is sure to play an important part in the future rural teacher training at the school. The main building is large and well equipped. The laboratories and classroom equipment are very satisfactory. The library is the most complete (19,000 volumes) in any of the normal schools. The Wenona Cook Hall, or Young Women's Hall, while on the whole well planned, should be supplied with fire escapes without delay. The training-school building is a satisfactory structure.

The gymnasium and auditorium (under construction) as planned is a splendid structure; but, unfortunately, the present appropriation is insufficient to complete it. The exterior aspect of the building, at least, will be unattractive until the whole is completed according to the original plans.

Needed improvements.—The following improvements are recommended by the committee as essential:

(1) An additional appropriation of \$60,000 to complete the gymnasium building according to original plans and specifications.

(2) A rural practice school of the consolidated type, to be erected at a cost of \$7,500, and a home for its teachers to cost \$3,500.

(3) An appropriation of \$10,000 to complete platting and planting the school grounds, which have received little attention in the past.

(4) An appropriation sufficient to install new steam boiler to adequately heat the school buildings.

(D) THE STATE NORMAL SCHOOL AT SPRINGFIELD.

Physical equipment.—The grounds of this normal school comprise 20 acres of land on an elevation overlooking the town and the Missouri Valley. The school has just procured, through purchase, an additional tract of land suitable for rural practice grounds.

The present plant includes a substantial main building (the central section and one wing only completed), a young women's dormitory, a new building used for science classrooms and gymnasium, and a central heating plant.

Needed additions and improvements.—The committee recommends the following additions and improvements for the school at Springfield:

- (1) Erection of wing to complete the main building.
- (2) Construction of a second building to be used as dormitory and dining hall.
- (3) Construction of a complete rural practice school.

The regents should dedicate this normal school to the special function of preparing rural teachers. This calls for much land for experimentation and good laboratory equipment. It requires also good school "home" for the teachers in charge.

The main building can be completed at an outlay of \$50,000; \$10,000 additional required for remodeling the rest of the building. At the present time the school is obliged to house its home economics department and art department in the subbasement of the old building. This is bad.

The dormitory is overcrowded, 91 girls residing in a building planned for 80. Such a new building can probably be erected for \$50,000.

Finally, \$7,500 should be appropriated for a two-room consolidated rural practice school and \$3,500 for a teachers' cottage and community house, both of which should be erected on the 18 acres of land described above.

SUMMARY OF RECOMMENDATIONS RELATING TO THE STATE NORMAL SCHOOLS.

1. The enlargement of the facilities for preparing teachers in the normal schools. That to this end—

(a) The normal school at Springfield devote its energies chiefly to preparing rural teachers.

(b) The normal schools at Madison and Spearfish devote their energies chiefly to preparing rural and other elementary teachers and special-subject supervisors.

(c) The Northern Normal and Industrial School at Aberdeen devote its energies to preparing rural and other elementary teachers and supervisors, including supervisors of industrial subjects.

2. The gradual increase of entrance requirements to graduation from an accredited four-year high school.

3. The granting of no normal-school certificates after the spring session of 1924 for less than the completion of two years of normal-school work above high-school graduation.

4. The award after the spring session of 1925 of a two-year course normal-school diploma for the completion of the two-year course above high-school graduation, and of the advanced normal-school diploma for completion of three years above high-school graduation.

5. The provision by the normal schools for differentiated courses of study of two and three years above high-school graduation.

6. The establishment of special summer and irregular courses to enable teachers in service to fulfill the new academic and professional requirements.

7. The division of the State into extension-service districts, one for each normal school, within which each normal school shall organize an extension service for the teachers of the State.

8. The preparation of courses of study for the further training of teachers in service, the satisfactory completion of which shall be necessary to secure a permanent license to teach.

9. The organization of specialized rural school departments in connection with each of the normal schools.

10. Liberal increase in the salaries of all normal-school instructors.

11. More liberal financial support of all the normal schools, to enable them to reach the largest possible number of future teachers.

The commission believes that the preparation of teachers for elementary schools, whether in rural communities or in towns or cities, should be just as thorough as for high schools, and that the ultimate training should include four years of work beyond the high school. How rapidly this standard shall be approached in South Dakota the commission can not foresee. As to how rapidly the courses of study in the normal schools should be lengthened to four years the commission is not prepared to make a recommendation. The constituency of the student body attending the normal schools and the means available for the support of the normal schools are conditioning factors which the regents of education will bear in mind. The foregoing recommendations do not in any way preclude the possibility of enhancing and extending the work of the normal schools beyond the minimum limits here prescribed.

Chapter XIX.

PREPARATION OF PUBLIC SCHOOL TEACHERS—THE UNIVERSITY AND COLLEGES.

Section 1. THE DEPARTMENT OF EDUCATION IN THE UNIVERSITY OF SOUTH DAKOTA.

Purpose of the department.—The purpose of the department of education, as expressed by the university authorities—

is to furnish adequate facilities for the study of the science of education and the art of teaching. It is designed to fit teachers, supervisors, principals, and superintendents for the schools of the State, though its courses are open to anyone interested in the work of education.

At the time of the survey 161 persons who are teaching in the public schools, normal schools, or colleges of the State hold degrees from the University of South Dakota or have taken courses in the university. These teachers may be summarized as follows:

(a) Thirty-nine superintendents and principals and fifty-nine teachers who hold degrees or are working for advanced degrees and teaching in high schools, normal schools, or colleges of the State.

(b) Twenty-nine superintendents and principals and ten teachers, who are undergraduates of the university, teaching in the high schools of the State on State certificates.

(c) Twenty-nine superintendents and principals and ten teachers, schools of the State on State certificates.

Of the 161 teachers 19 are members of normal school, college, and university faculties and 4 have resigned for war duties. This leaves 138 in the public schools, 11 of whom are elementary-school teachers. The net total is 127 superintendents, principals, and high-school teachers employed in the State, or about 15 per cent of the actual number required to supply secondary schools. Furthermore, not all of the 127 teachers have come into the high schools through the department of education of the university, although probably most of them have had some courses in education. From this it can be seen that the university has only barely touched the problem of preparing teachers for secondary schools.

Number and distribution of students enrolled in education.—The number of students taking courses in education the first semester of 1917-18 was 141, distributed as follows: South Dakota, 131; Iowa, 9; Nebraska, 1.

Distribution of South Dakota students in education, by counties.

Beadle -----	1	Grant -----	1	Moody -----	2
Bonhomme -----	4	Gregory -----	4	Pennington -----	1
Brown -----	3	Hughes -----	3	Roberts -----	1
Brule -----	1	Hutchinson -----	1	Sanborn -----	6
Charles Mix -----	8	Jerauld -----	1	Shannon -----	1
Clark -----	1	Kingsbury -----	2	Spink -----	5
Clay -----	32	Lake -----	2	Turner -----	1
Codington -----	6	Lawrence -----	2	Union -----	5
Davison -----	2	Lincoln -----	5	Yankton -----	1
Day -----	1	McCook -----	6		
Douglas -----	4	Marshall -----	1	Total -----	131
Edmunds -----	1	Meade -----	2		
Faulk -----	5	Minnehaha -----	9		

The courses offered by the department of education the first semester of 1917-18 and the number of students enrolled in each were as follows:

	Students.
Course 1. Fundamental conceptions of education-----	80
Course 3. Principles of education-----	39
Course 7. Measuring results of teaching-----	6
Course 9. Theory and practice of teaching in elementary schools-----	29
Course 11. Theory and practice of teaching in secondary schools-----	9
Course 17. School administration and supervision-----	2
Course 25. Teaching processes-----	18
Course 27. Interest, motivation, and appreciation-----	7

Of these courses all but 17, 25, and 27 are elementary or introductory. The eight courses were given by a staff of two professors and two assistants, who, in addition, devote much time to extension teaching.

Future policy.—The committee is convinced that the time is opportune to reorganize the present department of education as a school of education in charge of a capable dean and an ample staff of professors and assistants. The school of education should occupy a building of its own, well furnished with laboratory equipment and other facilities required in a modern school of education. In this should be housed also the university practice school of high-school rank. It is essential that the students pursuing educational courses have access to such a well-organized practice school. Now, all students who have had teaching experience are excused from practice teaching; all others acquire some experience in the Vermillion high school. The present system, however, does not give the teachers in

training such adequate or systematic practice experience as they should have.

With its department of education reorganized as here proposed, the university should be able to overcome the drawbacks of poor geographical location and furnish the State with an annually increasing number of administrators, supervisors, and high-school teachers.

Section 2. DEPARTMENT OF EDUCATION IN THE STATE COLLEGE.

Present status.—The department of education in the State college is of recent origin, and is still in the process of organization. The department is organized for the purpose of preparing principals and superintendents for the agricultural and industrial high schools, and teachers of agriculture, home economics, and manual training.

As can best be seen from the list of graduates for 1917 (p. 225) who elected courses in education, the department does not yet occupy the place it should have in supplying teachers of vocational subjects, and administrators and supervisors for the new kind of rural schools proposed in this survey, the organization of which is likely to be hastened by the standards set up under the Smith-Hughes Act.

Policy of expansion.—It is definitely settled that the State college will prepare all the teachers for the secondary schools taking advantage of the agricultural-education provision in the Smith-Hughes Act, and at least some of the teachers in home economics. If the recommendations of the survey committee are adopted, the State college will probably prepare all the latter class teachers.

The atmosphere of the agricultural college and its large equipment make this an ideal place in which to prepare not alone the vocational teachers spoken of above, but also principals of the large consolidated and rural high schools and continuation schools urged by the committee.

At the present time a single professor is employed in this department. It should be the policy of the school to enlarge the department. It should be the policy of the school to enlarge the department as rapidly as is consistent with public demands. The committee recommends that the following organization be consummated immediately:

1. That the department be placed in charge of a professor of education and director of the department (who shall conduct the courses in educational theory and practice).

2. That there be appointed to assist him (a) one specialist of agricultural education; (b) one specialist of home economics education; and (c) one specialist of rural education.

Section 3. EDUCATIONAL COURSES IN ACCREDITED COLLEGES AND ACADEMIES.

Legislative provisions.—Under the provisions of sections 13 and 14 of the school laws of South Dakota the State department of public instruction has approved the work of certain denominational schools in the State and has placed these schools on equal terms with the State schools in the matter of receiving State certificates.

Section 13, on life diplomas, provides that—

a life diploma from the State university or from any approved college having a regular course of study, in which at least four years above an approved high-school course are required, may be accepted in lieu of an examination in the subjects named, if the applicant has in his college course pursued one course of pedagogical studies and pedagogical professional training, comprising at least one-fourth work during at least 18 months.

Under this section the following institutions have been placed on the accredited list: Augustana College, Dakota Wesleyan University, Huron College, Sioux Falls College, Yankton College.

These schools are also accredited under section 14, providing for the issue of State certificates.

Section 14 of the school law provides that—

a diploma from any State normal school in South Dakota, having a course in which at least two years' work above an approved four-year high-school course is required, may be accepted in lieu of an examination in the subjects named: *Provided further*, That a diploma from any other school having a course of study equivalent in extent and similar in character may be accepted in lieu of an examination in the subjects named.

Provided further, That applicants for State certificate, upon normal or other school credentials, must show that the course of study pursued therein contained a course of at least 18 months of pedagogy and professional training, comprising at least one-fourth said time.

Under this section the following institutions have been accredited, in addition to the five enumerated above: Lutheran normal and Wessington Springs junior college.

In addition to the courses for State certificates, these two schools offer courses leading to first and second grade certificates. Notre Dame Academy and Ward Academy likewise offer courses leading to first and second grade certificates.

Annual teacher accessions from the accredited colleges.—Table 97 shows that 47 students in the accredited colleges completed the required pedagogical and professional courses entitling them to life diplomas; 37 others completed the six-year course for the five-year State certificate. In all, 192 students completed one or another of the four-certificate courses. Of these, 144 are teaching the present year.

TABLE 97.—*Graduates in education from accredited denominational colleges and academics, 1917.*

Institutions.	Life diploma.	State certificate.	First-grade certificate.	Second-grade certificate.	Total number teaching in 1917-18.
Augustana College.....			13	10	17
Dakota Wesleyan University.....	19	12			22
Huron College.....	15	6			15
Sioux Falls College.....	2	4			1
Yankton College.....	11	11			17
Lutheran Normal School.....		3	9	26	28
Westington Springs Junior College.....		1	11	15	24
Ward Academy.....			10	14	20
Total.....	47	37	43	65	144

It is evident from these data that the denominational schools are taking an important part in the preparation of teachers for the schools of the State, which ought to be encouraged in every possible way by the State authorities.

Policy of inspecting and re-accrediting the denominational schools.—It is vitally important that the State authorities which have placed these schools on the accredited lists should also exercise the authority of inspection over them, so far as their facilities for teacher training are concerned. The committee believes that former State superintendents have been too ready to grant the right of accrediting, and that as a result several schools enjoy this important function which are not adequately equipped for the work. It is not the purpose to go into details of all the weaknesses discovered. Attention is, however, called to the following facts:

1. Augustana College is only a junior college and should no longer be accredited for life diploma under the four-year college course.

2. Dakota Wesleyan University, Huron College, and Yankton College rank in a class by themselves, and are the only colleges fitted, by reason of teaching staff, laboratory and library equipment, etc., to grant the life diploma on equal terms with the State schools.

3. The colleges now accredited to offer courses leading to life diplomas and State certificates do not have the equipment (practice school, etc.) to instruct elementary school teachers which most of the six-year course teachers become.

4. The equipment of the schools that limit their courses to the State certificate and the first and second grade certificates, or first and second grade certificates only, is generally too meager. This refers particularly to training-school facilities and professional libraries.

5. The accredited schools that offer courses for certificates similar to the courses given in the normal schools should gradually raise their entrance requirements and lengthen their courses to comply with the standards set for the normal schools (see page 237).

Section 4. PROPOSED TEACHER-TRAINING DEPARTMENTS IN HIGH SCHOOLS.

In a total of 9,250 students enrolled in the South Dakota high schools, only 280 students study teaching subjects. Despite this fact, more than 25 per cent of these students teach without further preparation. This is a bad practice. The high schools have a real opportunity to stimulate a better professional attitude among the young people, with the ultimate result of hastening the raising of standards and building up the attendance at the normal schools.

What schools should offer training courses.—The committee believes that only a limited number of fully accredited high schools should be authorized to offer teacher-training courses. As a beginning the privilege might be limited to the 19 high schools in Group I (see page 187). However, the ultimate aim should be to establish one such school in each organized county. Teaching staffs, courses of study, and equipment of these schools should be approved by the State department of public instruction and should receive State aid for their training departments. The work should be organized as a fifth or graduate year, and it should be understood that this is only a temporary expedient. As soon as possible the normal schools should be so enlarged as to enable them to prepare a sufficient number of teachers for all elementary schools.

The committee accordingly makes the following specific recommendations:

1. That the State legislature appropriate \$40,000 for the biennium 1919-20 to aid in establishing and maintaining teacher-training departments organized as fifth-year courses in connection with four-year high schools approved by the State department of public instruction.
2. That no school shall receive more than \$1,000 per annum.

The following course is planned for fifth-year study in high schools organizing teacher-training departments:

	FIRST TERM. 12 hours.	Total hours per week.
Practical introductions to teaching-----		4
A simple course embodying such principles of education and of teaching as will aid the teacher-in-training to orient himself and get a grasp of the fundamental principles which should precede observation and practice teaching and special methods and rural school management. The course is necessarily elementary; little attempt is made to stress the physical facts underlying the principles of teaching.		
English -----		4
A course in English language, including grammar, oral and written composition, and spelling. The presupposition is that the students have already acquired a reasonable good English equipment in their high-school course. The present course is intended to intensify the work done in high school, and particularly to emphasize the special phases of English that should be taught in elementary rural schools—how best to teach composition; how much, when, and where to teach grammar; and how to teach and how much to include of spelling.		

Total hours
per week.

Nature study-agriculture-----4

A course intended as an approach to the central subject in every rural curriculum, i. e., agriculture, from the educational and spiritual, rather than the occupational, point of view. The first term is devoted largely to the general environment in which rural children live, and to a study of plants, birds, insects, etc., with practical methods of presentation, for the purpose of placing children in harmony with the nature environment where they live, to the end that they may learn to love and honor the land.

Rural health and sanitation-----2

A comprehensive course, including personal hygiene, school sanitation, and home and community sanitation. It emphasizes the teacher's own health and the influence of the pupil's health on study and school progress. Much time is devoted to the principles of school sanitation, including ventilation, heating, lighting, communicable diseases, etc. About one-fourth of the time is given to farm-home sanitation and sanitary living, with emphasis on water supply, sewage disposal, air, food, and clothing.

Observation and practice teaching-----4

Local elementary and near-by rural schools to be used as laboratory, as prerequisites for best results in this course. Fully two-thirds of the time of this term is devoted to observation of class procedure and management, technique, and drill lessons. Some time is devoted to a study of general rural school conditions. No actual practice teaching is done during this term unless the class is too large to permit all required teaching to be completed by the students during the second and third terms.

Physical education-----2

A course devoted to the significance of physical training, corrective exercises, etc.

20

SECOND TERM. 12 weeks.

Rural school management and methods of teaching-----4

A course devoted to the problems of rural school organization, classroom procedure, daily program, and class technique. The study accompanies practice teaching, which begins the second term, from which it derives its meaning, as the discussions in class usually grow out of the daily experiences gained in observation and practice teaching.

Arithmetic and farm accounts-----3

A careful study of the fundamental principles of arithmetic, and special emphasis on application of these principles to the content matter available in every rural environment. Considerable time is devoted to simple farm accounts.

Reading and phonics-----3

A course designed to give the student a comprehensive view of the aims and purposes of teaching reading. Much time is given to *how* to teach the subject, what the different groups should read, and how to correlate reading to other subjects in the program.

School music-----2

This course is intended to prepare teachers to give music as a regular class exercise in the rural schools. Much time is devoted to sight reading and part singing. The aim is largely to develop the power to read the printed score and appreciate choice music.

Art-----2

Includes such phases of art as can be profitably undertaken in rural schools. It aims to develop appreciation of good pictures, understanding and love of the beautiful in nature, and outlines ways for improving and beautifying the farm home.

Industrial arts-----	2
A course planned to help students prepare for such phases of industrial arts as should properly cover the first five years of the rural school course. The subject matter is planned to center about the activities of home and community, these activities are limited in projects made by paper, cardboard, clay, and other materials which are easily manipulated.	
Observation and practice teaching-----	4
This course is devoted to class teaching in the rural or other elementary practice schools. The work centers about language, reading, spelling, and arithmetic. Conferences with critic teachers of the practice schools.	

20

THIRD TERM. 12 weeks.

Rural-life problems-----	4
A thorough-going course in the fundamental characteristics of rural life; a history of its changes from pioneering to modern agriculture; a statement of its primary institutions and agencies, with special emphasis on the home, church, and school; place of the rural school in community leadership; modern school organization, administration, and supervision; farm community schools, continuation schools, extension courses, etc.	
History and community civics-----	4
A course designed especially to teach the methods of these subjects. It supplements what has already been learned, and gives especially the phases of history and community civics which should be emphasized in rural schools. The course in civics stresses rural health and morals, responsibility in keeping rural communities wholesome and healthful; in protecting them from social vice, etc.	
Nature study—agriculture-----	4
The course continues the work begun with the fall term. It emphasizes agriculture teaching in the laboratory of nature. The textbook is considered in the light of leading thread only. All students are expected to work in the school experiment plats, and should grow individual gardens. School and home gardens, school and home projects, and club work receive much attention.	
Home economics (girls)-----	2
A course which emphasizes sewing, cooking as approached through the medium of the hot lunch, and similar phases of home economics which are practicable in the small rural school.	
Manual training (boys)-----	2
This is a study of such manual activities as every farm boy should be acquainted with. It discourages the old limitation of keeping the boy at work at a few highly finished or elaborated articles, and emphasizes instead all the commonly practiced manual activities essential to successful agricultural life, which include work in wood, leather, metal, and cement.	
Observation and practice teaching-----	4
The course for this term continues the practice teaching by classes and subjects begun with the second term. Geography, history, music, art, and industrial work receive considerable attention. The last half of the term is devoted to room teaching; i. e., the practice teacher takes entire charge of the room. Conferences with critic teachers continued.	

20

Physical education-----	2
Devoted chiefly to supervised play and games. No preparation required.	

This course may be organized for three terms with 60 term-hour credits or for two semesters with 40 semester-hour credits.

**SUMMARY OF RECOMMENDATIONS ON TEACHER-PREPARATION IN THE
UNIVERSITY AND COLLEGES AND SPECIAL HIGH SCHOOLS.**

1. The reorganization of the department of education in the University of South Dakota as a school of education in charge of a dean and faculty of education.

2. The organization of a practice high school in connection with the university department of education.

3. The enlargement of the department of education in the State College of Agriculture to meet the new demands made on it under the Smith-Hughes Act.

4. The systematic inspection of the accredited denominational colleges and academies by the State department of public instruction.

5. The readjustment of certification privileges of the denominational schools on the following basis:

a. That Huron College, the Dakota Wesleyan University, and Yankton College alone retain the acquired right to offer life diplomas for the completion of the four-year college course; that these schools abandon the six-year courses by reason of lack of adequate practice school facilities.

b. That all the other colleges and academies offering courses leading to State certificates and to first and second grade certificates improve their practice-school facilities and enlarge their professional libraries under the direction of the State department of public instruction in order to retain the certification privilege they now hold.

6. The establishment of training departments for elementary teachers in certain accredited high schools.

Chapter XX.

HIGHER EDUCATION.¹

South Dakota is one of the comparatively few States of the Union that divide support for higher education among three or more institutions. Twenty-five of the States provide whatever higher education is afforded in one institution, with centralized administration and under a single board of control. Ten States maintain two separate institutions, and 13 States maintain three or four higher institutions in different localities, with separate administration and for the most part under separate boards of control. Only five States besides South Dakota (Colorado, Michigan, Montana, New Mexico, and Oklahoma) maintain separate schools of mines.

Experience and theory apparently justify two principles for the organization of higher education: (*a*) That, whenever possible, all higher education, other than that of the normal schools, should be consolidated in a single State university; (*b*) that, whenever two or more higher institutions are established definite fields should be assigned to the different institutions, and great care should be taken to so coordinate the work of the institutions as to prevent wasteful duplication of courses or departments.

Section 1. THE CONSOLIDATION OF HIGHER EDUCATION IN SOUTH DAKOTA.

In the judgment of the survey committee a serious error was made when the State of South Dakota established the present three institutions for higher education. The committee believes that the educational and material interests of the State would be served best if a single institution were maintained, that institution comprehending all forms of higher education now provided in the State university, the State college, and the State school of mines. Beyond question this would have been the best policy in the beginning, and the committee is convinced that even now it would be far better to consolidate all three of its degree-granting institutions, abandon the present plants, and establish a new State university centrally located and accessible from all parts of the State. The survey committee accord-

¹ The present statement on higher education is condensed from the report of the survey committee, which was too lengthy and detailed to be included herewith. The full report will probably be printed later as a bulletin of the Bureau of Education.

ingly recommends the establishment of a consolidated University of South Dakota. It makes this recommendation for the following reasons:

(1) The total number of collegiate students in the State of South Dakota is relatively small—so small that its division into three groups in the three institutions renders impossible effective and, at the same time, reasonably economical instruction. At the present time the total number of collegiate students resident in the State of South Dakota is much below 2,000, while the number attending public institutions in the State is less than 1,000. A single university could well provide for five or six times this number if the population should increase accordingly.

(2) The expense of maintaining a single consolidated university would be far less than the expense of maintaining the three existing institutions. In less than a decade the State could probably recover all the loss incident to the abandonment of existing plants, even if no other use were found for them.

(3) One of the greatest disadvantages of maintaining two or more institutions for higher education is the apparently inevitable rise of interinstitutional competition with its consequent duplication of work, wasteful expenditure of public money, sectional politics, and constant interference with the proper development of educational facilities. The State of South Dakota has been more fortunate than most States in escaping the sectional discord, political logrolling, educational discouragement, and interinstitutional difficulties which have appeared to be inextricably related to the maintenance of more than one higher institution in other States. It has not, however, entirely escaped interinstitutional competition, a certain amount of institutional politics, and a considerable amount of educational duplication with its consequent educational loss and financial waste. South Dakota has already paid a heavy bill for its educational duplication and has already failed to develop that degree of educational achievement which the committee believes would follow from the consolidation of its higher institutions. As time goes on the financial loss will be heavier and the educational loss will be irretrievable.

In any circumstance the committee recommends the abandonment of the State school of mines. It recommends also that the State seize on the favorable opportunity to reorganize its entire system of collegiate education by the establishment of a consolidated State university.

The establishment of junior colleges.—One of the strongest arguments for the maintenance of more than one higher institution is the

fact that interest in higher education and attendance at higher institutions are greatly affected by the proximity and accessibility of such institutions. In making the above recommendation for a consolidated State university the survey committee had in mind a further recommendation designed to meet the desirability of institutions located so as to develop a State-wide interest in higher education and to foster attendance at higher institutions. Within the past decade several States have encouraged the establishment of institutions which cover the work of the freshman and sophomore years of a collegiate course. To such institutions has been given the name of junior colleges. In most colleges and universities the major part of the work of the freshman and sophomore years is limited to elementary courses and courses which are foundational for the somewhat more specialized work of the junior and senior years. This work is comparatively inexpensive and the relatively large numbers of students enrolled in the courses does not cause wasteful duplication. It may well be provided in several institutions without educational or financial loss. On the other hand, the major part of the work of the junior and senior years in a college or university is somewhat specialized and therefore expensive unless consolidated in one institution.

The committee recommends for the serious consideration of the educational authorities of the State of South Dakota the establishment of three junior colleges affiliated with the consolidated State university and providing each a two-years' course of study coordinated with the junior year of the university. For one of these junior colleges provision might well be made in the western part of the State to take the place of much of the work now done by the general course at the State school of mines and possibly occupying the plant to be vacated by that institution. The location of the other two (or more) institutions would have to be determined with reference to the location of the State university. If that institution be located in the central part of the State, one of the junior colleges might well be located in the southeastern part of the State, possibly occupying the plant of the present State university, and one in the northeastern part of the State. Under no conditions should any of these junior colleges be affiliated with any of the State normal schools. They should be directly affiliated with the university and be considered as integral parts of that institution, their administration being subordinate to that of the State university.

Section 2. ENROLLMENT AT THE STATE HIGHER INSTITUTIONS.

The best measure of the size of any college or university is the number of collegiate undergraduates and the number of graduate students. Students listed in other categories must be considered as

benefiting by incidental (and in some cases detrimental) functions performed by the institution. At the State college the regular collegiate students enrolled are outnumbered by the other students in attendance. A truly college atmosphere can not be properly maintained where the subcollegiate, special, and irregular students outnumber the collegiate students. In a different way, and to a less extent, the university suffers from the presence of a relatively large number of "special students." At the State school of mines the number of secondary-school students is almost equal to the number of collegiate students.

TABLE 98.—Enrollments at the three degree-granting institutions of South Dakota in 1916-17.

Institutions.	Collegiate under-graduates.	Graduate students.	Special and irregular students.	Summer-school students.	Secondary-school pupils.	Totals, excluding duplicates.
State university.....	481	39	108	81	.....	709
State college.....	267	5	167	155	* 346	895
State school of mines.....	48	.....	27	.....	43	118
Total.....	396	44	1 202	236	* 389	1,722

* Including 57 "short course" students at the State college.

* Including 265 pupils in the State college (secondary) school of agriculture.

The educational influences of the three collegiate institutions at present tend to be more localized than should be the case. This is shown by the geographical distribution of students in the various institutions. For the three institutions those figures may be summarized in the following table:

TABLE 99.—Geographical distribution of collegiate students in the State university, the State college, and the State school of mines, in 1916-17.

Distribution according to divisions of the State.

Full standing collegiate students only.	South-eastern division.	North-eastern division.	Western division.	Resident in the State.	Resident elsewhere.	Grand total.
Undergraduates and graduates only:						
State university.....	303	107	53	463	57	520
State college.....	85	249	15	349	23	372
State school of mines.....	2	3	40	45	3	48
Total.....	390	359	108	857	83	940
Percentages in different divisions of the State:						
State university.....	59.3	20.5	10.2	89.0	11.0	100.0
State college.....	22.8	66.9	4.0	93.8	6.2	100.0
State school of mines.....	4.2	6.3	83.3	93.8	6.2	100.0
Total.....	41.5	38.2	11.5	91.2	8.8	100.0
Percentages in each of the institutions of the State:						
State university.....	77.7	29.8	49.1	54.0	68.7	55.3
State college.....	21.8	69.4	13.9	40.7	27.7	39.6
State school of mines.....	0.5	0.8	37.0	5.3	3.6	5.1
Total.....	100.0	100.0	100.0	100.0	100.0	100.0

From these figures several facts may be understood :

1. Of all collegiate students in these institutions more than nine-tenths are residents of the State. In other words, the facilities provided for higher education in South Dakota primarily benefit State residents. The proportion of nonresidents is not excessive and does not interfere with the legitimate interests of the State. Such a small proportion of nonresidents benefits rather than hampers the work of the three institutions.

2. Of the total population of the State approximately 40 per cent is found in the southeastern division and about 40 per cent in the northeastern division. Collegiate enrollments from those divisions are in proportion about the same. Enrollments from the western division of the State are somewhat below the proportion of population in that division.

3. Of the total collegiate enrollments from the southeastern division more than three-quarters are at the State university. Of the total collegiate enrollments from the northeastern division more than two-thirds are at the State college. Of the total collegiate enrollments from the western division nearly one-half are at the State university, slightly more than one-eighth at the State college, and somewhat over one-third at the State school of mines. Of the total collegiate enrollments for the State 55 per cent are at the university, nearly 40 per cent at the State college, and about 5 per cent at the State school of mines.

4. Of collegiate students at the State university nearly three-fifths are residents of the southeastern division of the State, about one-fifth from the northeastern division, about one-tenth from the western division, and about one-tenth from other States. Of collegiate students at the State college about two-thirds are residents of the northeastern division, about one-fifth to one-quarter from the southeastern division, 4 per cent from the western division, and 6 per cent from outside the State. Of collegiate students at the State school of mines more than four-fifths are from the western division of the State.

These facts emphasize the importance of consolidating the collegiate education of South Dakota into a single State university, which shall include all departments of higher education now provided in the three separate institutions and all departments of higher education hereafter to be established.

Section 3. COURSES OFFERED AT THE HIGHER INSTITUTIONS.

At the present time provision is made in one or more of the degree-granting institutions of South Dakota for those types of higher education which appear to be justified and to the extent which the needs of the State appear to demand. Each of the three institutions, and

particularly the State university and the State college, provides types of instruction which may be considered fundamental to higher education and which must form service departments to most kinds of specialized professional work, such as the sciences, social studies, English, languages, mathematics, etc. In addition special forms of higher education are provided in one or more of the three institutions.

In the following table are presented figures showing the number of courses in each department actually given and enrolling students in each institution in 1916-17, together with the gross enrollments:

TABLE 100.—Enrollment in courses and institutions.

Departments.	Courses given in 1916-17.				Gross enrollments in 1916-17. ¹			
	Univer- sity.	College.	Mines.	Total.	Univer- sity.	College.	Mines.	Total.
English.....	27	12	2	41	445	452	47	944
Mathematics.....	13	11	5	29	143	154	37	334
Foreign languages.....	51	12	(*)	63	536	259	0	795
History and political science.....	15	7	(*)	22	282	130	0	412
Economics and sociology.....	13	4	2	19	322	83	16	421
Education.....	10	11	0	21	341	213	0	554
Home economics.....	14	12	0	26	213	295	0	508
Journalism.....	3	1	0	4	19	11	0	30
Fine arts.....	8	10	0	18	74	103	0	177
Zoology.....	8	5	0	13	125	123	0	248
Botany.....	4	6	0	10	31	172	0	203
Chemistry.....	26	11	5	42	305	404	31	740
Physics.....	5	6	4	15	76	132	14	222
Electrical engineering.....	2	10	6	18	14	32	19	65
Civil engineering.....	10	12	17	39	30	84	98	258
Mechanical engineering.....	23	22	1	51	144	212	2	396
Public speaking.....	6	8	0	14	122	174	0	229
Geology, mineralogy.....	7	0	5	12	72	0	57	174
Philosophy.....	9	0	0	9	74	0	0	21
Bible.....	5	0	0	5	27	0	0	27
Physiology.....	2	0	0	2	14	0	0	14
Medicine.....	24	0	0	24	208	0	0	208
Law.....	38	0	0	38	1,000	0	0	1,000
Bacteriology and hygiene.....	3	0	0	3	20	0	0	20
Entomology, etc.....	0	4	0	4	0	63	0	63
Accounting.....	7	(*)	0	7	152	(*)	0	152
Pharmacy.....	0	10	0	10	0	132	0	132
Veterinary medicine.....	0	4	0	4	0	84	0	84
Agronomy.....	0	10	0	10	0	130	0	130
Animal husbandry.....	0	9	0	9	0	123	0	123
Dairy husbandry.....	0	8	0	8	0	95	0	95
Horticulture, forestry.....	0	3	0	3	0	60	0	60
Metallurgy.....	0	0	10	10	0	0	18	18
Mining.....	0	0	9	9	0	0	40	40
Totals.....	338	208	66	612	4,789	3,720	379	8,888

¹ The gross enrollments are determined by adding together all names in every course. The number of different individuals enrolled is sometimes much smaller, since the gross enrollment counts each name as many times as it may appear in different classes within any one department or in different departments. In a few cases this table would falsely appear to indicate that in some courses no instruction is given in an institution where the subject appears under another name or within a different department.

² Taken by preparatory students only in 1916-17.

³ For the most part of subcollegiate grade at the State college.

These figures, in some cases, suggest the possibility that the offerings of the State institutions may have expanded somewhat beyond their legitimate bounds. Thus it may be questioned seriously whether 168 courses having a gross enrollment of 635 students (about six students per course) can be justified by the engineering needs of the State or the engineering interests of students. This question becomes all the more serious when it is realized that more than 50 other

courses in engineering were offered in 1916-17, but no students were enrolled in them.

In the following table are presented figures showing the extent which courses were offered but not given in 1916-17, together with some figures for the gross enrollment in each institution.

TABLE 101.—*Courses and enrollments.*

Institutions.	Courses, 1916-1917.			Enrollments (gross).		
	Offered.	Given.	Not given.	Totals (gross).	Average per—	
					Course offered.	Course given.
University.....	479	338	141	4,789	10.0	1
College.....	296	296	88	3,720	12.5	1
School of mines.....	121	66	55	379	3.1	
Total.....	896	612	284	8,888	9.9	

It appears that of all courses offered, according to the catalogue for 1916-17 in the three institutions taken collectively, nearly one-third were not actually given. It is, of course, obvious that the offerings of the State institutions must be sufficiently extensive to meet reasonable demands on the part of students in attendance and on the part of prospective students. Nevertheless, it is fair neither to students nor to instructors to offer a program of instruction which the institution could not actually provide without placing a burden on the state which it could ill support. Certainly until there is much greater demand than can now be found it is unreasonable to include courses in the catalogue which are seldom if ever actually given. Over-ambitious offerings in the catalogues contribute neither to the dignity nor to the efficiency of any institution.

Section 4. THE PROBLEM OF DUPLICATION.

Whenever two or more institutions are maintained in any State a certain amount of duplication of courses, departments, laboratories, libraries, equipment, and instruction is inevitable. Studies such as English, history, economics, mathematics, chemistry, physics, and the like, must be found in every institution which pretends to provide instruction of collegiate or university grade. Every institution must have its own library, its own laboratories, its own gymnasium, its own equipment, regardless of the provision for similar facilities in other institutions. Not all duplication, therefore, can be avoided under these conditions. Courses such as those mentioned above are administered almost as economically in two institutions as in one provided the number of students enrolled in each of the institution is large enough to afford economical enrollments in classes.

Duplication is justifiable in the case of studies which form the basis of any collegiate course and where duplicate courses in two institutions may be carried on as effectively and as economically as in one institution. It is not justified when there is costly specialized work in any department and when relatively small enrollments in each institution render the cost of instruction disproportionately large. This is almost invariably the case in connection with professional courses such as agriculture, engineering, law, medicine, pharmacy, and all graduate work.

Major and service lines of instruction.—Unfortunately, in most States maintaining two or more institutions for higher education the lines of differentiation have been but loosely defined. Even where the provisions determining the functions of institutions are definite and clear they show what one institution shall do rather than indicate what each institution shall not do. The result is that in most States any institution may provide almost any kind of instruction for which it can secure funds and for the support of which it can develop sufficiently strong political pressure. The difficulty arises particularly in connection with fields of instruction where needless and wasteful duplication is the result of failure to differentiate clearly the special functions of the different institutions. The successful operation of higher education in States maintaining two or more institutions is fundamentally dependent on the determination and maintenance of legitimate lines of differentiation.

The first step in securing this differentiation is the specification by the legislature or by the controlling board of special functions to be performed by each of the State institutions, particularly along lines of professional education. The second step is the rigid adherence to the provision that no other institution in the State should be permitted to encroach on the special field allotted to any one institution to such an extent as to make it a principal line of work leading to advanced instruction of a specialized character. To prevent such duplication of specialized instruction there is need for a distinction between fields which are the peculiar prerogative of one institution and those which may be offered in any other institution. The Bureau of Education has attempted to do this by distinguishing between major and service lines of instruction. Major lines are those which represent the principal fields of instruction assigned to any institution for development along advanced lines leading toward professional or other specialization on the part of the given institution, e. g., law, medicine, agriculture, engineering, pharmacy. An institution to which has been assigned special fields should be permitted to develop such fields as far as the interests of the State may allow, and no other institution in the State should be permitted to provide instruction in such fields as a major line. Service lines are those which,

while not representing specialized fields for instruction in one institution, are necessary for the properly rounded-out education of a student who may be specializing in a line quite different. Thus in one institution only should it be permitted to develop the study of history as a field of specialized concentration, i. e., as a major line. In every institution, however, some study should be provided as a subject contributing to the efficiency of an engineer, of a pharmacist, of a lawyer, or of a physician. Thus it comes about that what may be a major line in one institution may be a service line in another institution.

The value of making this distinction between major and service lines of instruction lies in the fact that thereby a criterion is secured for determining the extent to which certain fields of instruction may legitimately be developed in different institutions without leading to unjustifiable duplication. Home economics offers a good example. One institution only in any State should be permitted to offer home economics as a major line. Nevertheless, every institution in the State in which women are educated should afford some instruction in this field. Only that institution to which the specialized training of dieticians, teachers of home economics, etc., is allotted should be permitted to offer specialized and advanced instruction in this field as a major line. All institutions ought to offer instruction in home economics as a service line, leading to no professional preparation or degree. The importance of this distinction will appear more clearly in the following discussion of duplication in South Dakota:

DUPLICATION IN SOUTH DAKOTA.

By section 208 of the Revised Political Code the regents of education are given "full power to authorize for the institutions under their control such departments and courses of study as they may think best." Accordingly, no higher institution in the State can establish any course of study or department without the consent and specific approval of the regents, and the latter must be held responsible for the establishment of every course or department. Moreover, by section 211 of that code, the regents are directed "to administer the schools in such a manner as to enable each one of them to do in the best manner its own specific work, but all with a view to the strictest economy and so as to unify and harmonize the entire work of all the schools under their control." By the provisions of the same section of the code the regents "are expressly forbidden to continue or to create chairs, departments, laboratories, libraries, or other equipment in multiplication, except where the obvious needs of the special work of the schools make such multiplication necessary."

In the judgment of the survey committee the regents of education have violated the definite mandate of the law with respect to duplication in the fields of engineering and home economics. They have permitted questionable practices in the field of music and have allowed courses which more or less overlap in the normal schools, in the State university, and in the State college.

(1) *Duplication in engineering instruction.*—At the present time engineering departments are maintained in each of the three collegiate institutions maintained by the State and placed under the control of the regents of education, although the needs of the State and of the students could be met far more effectively and economically if such courses were limited to one institution. This appears from the figures presented in the following table:

TABLE 102.—*Figures illustrating engineering courses in 1916-17.*

	State university.	State college.	State school of mines. ¹	Total.
Courses offered, 1916-17.....	53	73	38	164
Courses offered but not given, 1916-17.....	13	29	15	57
Courses actually given, 1916-17.....	40	44	23	107
Classes enrolling 1-5 students each, 1916-17.....	25	26	15	66
Classes enrolling 6-10 students each, 1916-17.....	9	10	6	25
Classes enrolling more than 10 students each.....	6	8	2	16
Gross enrollments, 1916-17.....	188	328	117	633
Average enrollment per class actually given.....	4.7	7.5	5.1	5.9
Gross student clock-hours for the year.....	1,373	1,653	631	3,657
Total full-time instructors.....	3.25	6.00	2.00	11.25
Student clock-hours per instructor (semester).....	211	138	158	163
Gross teaching hours for the year.....	107.0	121.0	64.5	292.5
Teaching hours per instructor (semester).....	16.5	10.1	16.1	13.0
Engineering degrees, 1912 to 1917.....	23	32	(²)	55
Engineering degrees, 1917.....	3	6	(²)	9
Alumni (1912 to 1916) engaged as engineers.....	16	31	3	50
Alumni (total) engaged as engineers.....	31	81	11	123
Salaries for engineering instruction, 1916-17.....	\$6,410	\$10,400	\$2,848	\$19,658

¹ "Physics and Electrical Engineering" are combined in one department at the school of mines. In this table figures for electrical engineering only have been considered.

² A part of the time of one instructor is devoted to physics.

³ The State school of mines is permitted to give special courses, but not to grant degrees in engineering except mining and metallurgy, which courses are not considered in this table.

From these figures several important facts may be deduced:

(a) Small enrollments in engineering courses in each institution render the cost of instruction extremely expensive.

(b) Nearly two-thirds of all courses actually given in 1916-17 enrolled from one to five students.

(c) The average size of classes actually given in 1916-17 was six students.

(d) All the work in engineering now provided in three institutions could be provided at far less expense and far more effectively in a single institution.

The present duplication of courses in engineering can not be justified on the ground that the "obvious needs of the special work of the

schools make such multiplication necessary," nor is it carried on "with a view to the strictest economy and so as to unify and harmonize the entire work of all the schools" under the control of the regents of education. The survey committee recommends the maintenance of engineering courses at one institution only.

(2) *Duplication in music instruction.*—It must be recognized that music instruction may form a part of the education of any student, whatever may be his field of specialized or professional training. For this reason courses in music have their place in any or all of the higher institutions of South Dakota. One institution only, however, should be permitted to develop courses in music as a major line leading toward specialization in that field, toward a special diploma, and in preparation for professional work in that field. At the present time two institutions in South Dakota maintain flourishing departments of music, and in each case the department is providing advanced and specialized work, i. e., both the State university and the State college provide music instruction as a major line.

The State university maintains a college of music, providing music instruction ranging all the way from the beginning stages (even for high-school pupils) to advanced graduate work for the training of professional musicians. It also provides courses for students who take no other work than that in music—"music preparatory and specials." It provides training leading toward a special degree, "Bachelor of Music." In other words, music at the State university is clearly a major line of instruction.

The State college provides a department of music, which offers three "courses": (1) Preparatory, (2) academic, and (3) collegiate. From the catalogue announcements and from the fact that there were 107 students taking music only at the college, it is clear that music is regarded not merely as a service line but also as a major line of instruction at the State college.

The survey committee believes that the regents of education should permit one institution only to maintain courses in music as a major line.

(4) *Duplication in commercial education.*—Attention has been called to the four-year curriculum in commerce offered by the university, to the several collegiate courses offered by the State college, and to the subcollegiate courses offered by each of these institutions. At the university the work is happily associated with the department of economics. At the State college the work in economics, from lack of support, has not been well developed, and commerce here is more closely related to the preparatory department. Since there is not likely to be any greatly increased demand for strictly collegiate work in this subject, the establishment of a faculty or division of com-

merce is not warranted, and as a matter of educational policy commercial education should be restricted to a single institution.

(5) *Duplication in home economics.*—Home economics was not definitely organized in the University of South Dakota until the fall of 1914. For a number of years preceding this a course in sanitation and hygiene had been listed which closely approximated that which is usually classified as home sanitation and placed under home economics.

In the university catalogue, issued in May 1913, the title "household arts" appears over a collection of four courses, one given by the instructor of chemistry, one by the professor of physiology, one given by the instructor in art and one by the instructor in finance. This group of courses was the forerunner of the home economics department.

The work was finally established as a result of an urgent demand by the students of the university with a very definite understanding that it should not duplicate the work done at the agricultural college. Unfortunately there has been no clearly defined field for home economics at the university, and consequently there is now a tendency to duplicate the work given at the State college. It is believed that the work should be developed as a major line at but one institution. It is rightfully a major line in land-grant colleges. In most of the middle west agricultural colleges, courses in home-making were established at the time the instruction was organized and have been continuously maintained since that time. This work was inaugurated in the South Dakota Agricultural College in 1887. The college now offers instruction in the four-year college course and in the secondary "school of agriculture."

Home economics instruction should of course be available for every college and university woman. It offers her training for enlarged usefulness and happiness in life; it increases her value as a leader in civic and community affairs; it is indeed a legitimate part of the liberal education of all women.

In the judgment of this committee, therefore, the work in home economics at the university should be continued as a service line only. It should supplement the training in liberal arts and education, but should not rival these in emphasis placed upon it. It should be as worthy of recognition as the home economics department at the State college, but should not duplicate the function of that department in the scheme of public education. It should enrich the training of the women students of the university but should not dominate that training. Being truly a "service" department, it should serve the maximum number of women students, giving to them the type of training most valuable for symmetrical development of mind and character.

In small high schools teachers frequently teach several subjects, one of which may be home economics. Graduates of the university would naturally prepare for teaching one or more academic branches. For this they should receive special teacher training. Their minor subject may be home economics, which they might be required to teach in combination with the academic subjects. For special professional training in the minor subject the maintenance of teacher training courses at the university can not be defended.

A similar situation may not infrequently develop for graduates of the State college. Employed primarily to teach home economics and trained for this, they may be required to teach English or history or even a language. Such combinations are at times necessary, though undesirable, but do not justify the State college in establishing courses in teacher training for English or language courses.

(6) *Duplication of collegiate and normal-school instruction.*—At the present time it appears that the work of the normal schools of the State and of the collegiate institutions of the State overlap in two respects:

(a) Collegiate instruction in the normal schools: The normal schools of the State should be so affiliated with the collegiate institutions that persons completing all or any part of the work of the normal schools, and otherwise qualified, should be admitted to the collegiate institution without unnecessary loss of time or standing. Nevertheless, it is also true that the normal schools should not become institutions wherein students should deliberately aim to secure the first years of their college education.

(b) Duplication in teacher training: Attention has already been called to the fact that there is more or less overlapping by the various higher institutions of the State in the training of teachers. Until the present time the regents of education have checked the efforts of the normal schools to train secondary-school teachers. They have not, however, prevented the collegiate institutions, particularly the State university, from training elementary school teachers, nor have they clearly differentiated the functions of the State university and the State college with respect to the training of teachers. In the judgment of the survey committee the regents should at once delimit the functions.

Section 5. DETERMINING WHAT SHALL BE MAJOR AND SERVICE LINES OF INSTRUCTION.

If the policy of consolidating the three collegiate institutions now maintained by the State into a single comprehensive State university be adopted, all difficulties of duplication or the assignment of special fields to the various institutions disappear. However, if the State

is unwilling to adopt this recommendation, it becomes imperative that definite regulations be made for the determination of major and service lines of instruction in the various institutions. The committee makes the following outlined recommendations:

(1) The State school of mines should be abandoned immediately, and instruction in mining and metallurgy (required by the constitution to be provided in one institution of the State) should be transferred to that other institution to which engineering is assigned. In the judgment of the committee that institution should be the State college.

(2) Agriculture and its allied fields should remain major lines at the State college.

(3) Law should remain a major line at the State university.

(4) Medicine should remain a major line at the State university.

(5) Pharmacy should be transferred as a major line to the State university. The reason for this recommendation is that there is no special connection between pharmacy and any other line of instruction conducted at the State college, and there is a very close relation between pharmacy and medicine, as well as the work of the State health laboratory and the food and drug commission located at the university.

(6) All engineering instruction should be consolidated at the State college and removed from the school of mines and from the university. Reasons for this recommendation are as follows: (a) The effective and economical conduct of engineering instruction in South Dakota requires its consolidation in one institution. (b) At present the State college enrolls the largest numbers of engineering students, has the largest corps of instructors in engineering, and has received the largest amount of money from the State, that money being invested in more expensive buildings and equipment than at the State university. (c) The State college at present provides several short courses and other courses apart from the regular collegiate work which utilize the equipment of the engineering department. (d) The removal of engineering courses from the State college would leave that institution with little except agriculture and home economics, thus destroying much of its real usefulness. (e) At the State college at present a large proportion of the cost of engineering courses is met by Federal funds. It is within the competence of the State legislature to transfer all or any part of those funds to any other institution if it so desires. However, it is desirable not to split those funds, using part for agriculture and its allied fields in one institution, and a part for engineering in another.

(7) Home economics should be made a major line at the State college and restricted to a service line in the State university.

(8) Music should be made a major line at the State university and reduced to a service line at the State college.

(9) Art should be made a major line at the State university and a service line only at the State college.

(11) On account of its intimate relation with economics, and since its withdrawal would seriously restrict the scope of this department, commerce should be made a major line at the State university and a service line at the State college.

(12) Education and training of teachers should be differentiated as follows: (a) The training of elementary school teachers should be the special and peculiar function of the State normal schools. (b) The training of secondary school teachers of agriculture, industry, home economics, and allied subjects, together with appropriate supervisors, directors, etc., should be the special and peculiar function of the State college. (c) The training of other secondary school teachers, together with the training of principals, superintendents, and the graduate training of school officers, should be the special and peculiar function of the State university.

Section 6. SECONDARY INSTRUCTION AT THE HIGHER INSTITUTIONS.

Preparatory instruction at the higher institutions.—Two of the State-supported higher institutions and each of the independent colleges maintain preparatory schools or “departments.” For the year 1916–17, 498 students were enrolled in the preparatory departments of the several colleges of the State. Of this number 422 were from the State and 413 of these were from counties in which a four-year high school is located.

It is noteworthy that the preparatory departments of the South Dakota colleges are generally inferior in facilities for instruction to many of the high schools of the State, and frequently inferior to those in the town where the college is located. This applies to the preparatory departments of the independent colleges as well as to those of the State-supported colleges at Brookings and at Rapid City. In deference to the will of the local school authorities, the State-supported institutions claim that they usually reject preparatory students from the immediate vicinity, but at the State college in 1916–17, one-third of the preparatory students were from the county in which the college is located, and the post-office address of most of these was given as Brookings. The remaining students were mostly from near-by counties. The preparatory department at the college, therefore, is not serving the State as a whole.

The school of agriculture at the State college.—The criticism directed at the college preparatory departments may be applied with equal force to the so-called “school of agriculture” maintained by the South Dakota State College at Brookings. This school offers a curriculum covering four years of five months each. It is open to

both men and women (the women select home economics subjects in the place of technical agriculture) of any age, over 14 years, provided they have completed the eighth grade in the public school. For the year 1916-17 there were registered in the "school of agriculture" 265 students, of whom 254 were residents of the State of South Dakota. Of this number, 232 were from the counties in which are located State accredited four-year high schools. Seventy-seven per cent of the young women registered for the home economics curriculum in "the school of agriculture" were from counties in which are located approved high schools giving courses in home economics. There is a demand for practical secondary instruction in agriculture and home-making, but it is clearly the function of the local high schools to supply it. Many more young people would continue in school if instruction of this kind could be obtained locally. This is clearly shown by the fact that a large proportion of the enrollment in the "school of agriculture" consists of students from sections near Brookings. Under the provisions and support of the Smith-Hughes act, schools should be established throughout the State where students desiring to take a secondary agricultural course may receive the desired training. These schools will need the encouragement and support of their respective regions.

There is also a demand for practical technical training in agriculture and home economics adapted to the needs of mature students who can not meet regular entrance requirements or who can not avail themselves of the regular college course. The real opportunity of the "school of agriculture" at the college, therefore, is to meet this demand. While the school is open to this class of students, it is not restricted to such, and in consequence classes are composed of persons of all ages. Of the 265 students enrolled in 1916-17, 76 per cent were under 21 years of age and 12 per cent were not more than 16 years of age. It is apparent, therefore, that the students are mainly of secondary school age, and in this respect they are very much like the college preparatory students. The median age of the "school" students is 19 years, while that of the preparatory students is 18 years. About 40 per cent of these students are at least 20 years of age, and may be said to represent the institution's unquestioned clientage.

Commercial courses.—At both the university and the State college secondary instruction in commercial subjects is offered. At the university in 1917-18 there were registered as special students 23 young men and women of high-school age who were carrying commercial subjects only. In all cases these were students from the local high school who by special arrangement were permitted to take commercial work at the university and to receive high-school credit. The university, to this extent, therefore, is still engaged in preparatory work, but in this case the State as a whole is supporting

educational enterprise that benefits only the local community. The number of students taking this work at the university is sufficient to warrant the establishment of a commercial course in the local high school.

Although many of the commercial courses offered by both the university and the State college are of college grade, some are of strictly secondary grade, and are taken mainly by students from the local communities. So long as such facilities are provided by the higher institutions, so long will the local schools defer the introduction of commercial courses and so long will the collegiate institutions be hampered in their generally approved functions.

Music courses.—Both the university and the State college are offering elementary or preparatory instruction in music. Since special fees are imposed upon students of music in either institution, it may be assumed that the work of instructing these local students is self-supporting; and since the high schools are not likely to be affected immediately by this practice, there should be very little objection to the efforts of these institutions to be of service to their local communities. The committee suggests, however, that such service should be promoted as a separate enterprise, and thus remove the danger of criticism arising from "padding" enrollments with noncollegiate students.

The committee recommends that the preparatory departments and all other instruction of secondary grade, except possibly music, at the State-supported higher institutions be discontinued. The reasons for such a recommendation may be summarized as follows:

1. There are now many high schools scattered over the State where students from sparsely settled sections may obtain the necessary preparation for college without going so far from home and usually at less expense.

2. So long as the communities without high schools can send their young people to the State institutions for their college preparation, so long will they defer the establishment of a local high school, which is essential to the general intellectual development of all people of the community.

3. The small and ill-supported high schools of many communities would be greatly stimulated in their development if the students from these communities could be enrolled in the nearest school where the necessary preparation may be obtained.

4. The standards set by the college preparatory departments, unless maintained at the maximum, are likely to be regarded by the high schools as the ideal college preparation and thus put a damper upon continued effort toward improvement.

5. The instructors employed in the preparatory department, especially at Brookings, could be used to relieve a serious condition of

overwork on the part of the instructors in some of the academic departments of the college.

Section 7. TRAINING AND EXPERIENCE OF FACULTY MEMBERS.

Figures for the training and experience of faculty members in the three institutions are summarized in the following table:

TABLE 103.—*Training and experience of faculty members of the State college, the State university, and the State school of mins.*

	Total number.	Highest degree held.				Total years college teaching.							
		None.	Bachelor.	Master.	Doctor.	1	2	3	4	5	6-10	10	
Professors	71	4	19	27	21	1	3	3	4	2	19	30	
Associate professors	5	0	1	4	0	0	0	0	0	0	2	3	
Assistant professors	12	3	2	7	0	0	0	0	1	0	7	4	
Instructors	26	5	16	5	0	13	4	2	2	2	2	1	
Total	114	12	38	43	21	14	7	5	7	4	30	47	

Of the 49 instructors at the university, 34 hold the rank of full professor, while 3 only hold the rank of assistant professor. It would appear to have been the policy of the university to advance men and women rapidly to the highest rank. There is a noteworthy lack of balance between the number of full professors and assistant professors. Here several factors are important, but the financial considerations are not to be overlooked.

About one-third of the staff of instructors have not received professional preparation sufficient to secure for them an academic degree above that represented by the baccalaureate. This fact indicates that a large proportion of the instruction in the university is conducted by instructors whose university training is but slightly superior to that of many of the students under their instruction. This is particularly noticeable in the case of full professors, about one-third of whom possess no degree above the baccalaureate. To a considerable extent, of course, certain lacks in formal collegiate or university training are offset by long experience in college teaching. It is also true that many members of the staff of instructors have pursued advanced work in college or university without securing advanced degrees.

It is noteworthy that of the 15 assistant professors and instructors 3 only have secured their highest degree at institutions other than the University of South Dakota. In such circumstances there is always the danger of educational inbreeding. The dangers of educational inbreeding are also to be observed in the fact that one-half of the total staff have taught college classes at the University of South Dakota only.

On the whole the university employs instructors whose capacity for college teaching has been well attested by successful experience extending over a satisfactory period. Numerous factors render it difficult to estimate the professional attainments and professional contributions exemplified by professional publications, researches, etc. It would appear that members of the faculty of the State university as a whole have rendered significant contributions to the institution, to the State, and to society. In some departments, however, there is a noteworthy lack of such professional contributions as should be expected from members of the faculty of a State university. Efficient instruction itself postulates productive scholarship and research.

Of the 29 full professors and of the 61 members of the State college faculty, 4 only have received the doctor's degree. Nearly one-half of the instructing staff have received no degree above baccalaureate. With due allowance for other factors involved, it would appear that as a whole the faculty of the State college is somewhat below par with reference to such qualifications as may be indicated by the degrees held.

It is worthy of note that 32 out of 61 members of the college staff of instruction have had experience in college teaching at the State college only. It is not improbable that the college would benefit from the presence on its staff of a larger proportion of men and women who have had experience in other institutions and who, as a result of that outside experience, might contribute much to college ideals and methods. It is not impossible that the maintenance of present conditions may lead to some degree of educational inbreeding.

On the whole, the State college employs instructors whose capacity for college teaching has been approved by successful experience extending over a period of years. In this connection, however, the point raised above should not be neglected.

Of the 61 members of the staff, 10 only have made contributions through publications within the past two years. The total number of publications within that period was 21. It would appear that members of the State college faculty have, as a whole, failed to manifest through publications that evidence of research and professional interest which may justly be expected. Noteworthy exceptions to the above statement do not invalidate the essential justice of the charge for the faculty as a whole.

From such evidence as the survey committee has been able to secure there is every reason to believe that the State college is well meeting its obligations as a land-grant college to contribute to the development of the agricultural interests of the State. Through its

experiment station, through its extension division, and through the individual activities of members of the family, the college is making significant contributions.

The survey committee makes the following recommendations:

(1) As opportunity offers in the employment of new members of the instructional staffs, the officers of the State university and of the State college should attempt to secure men and women whose qualifications are attested by the attainment of higher degrees received from institutions of standing. This is particularly true for the State college. In making such a recommendation the committee is well aware of the inadequacy of considering advanced degrees as satisfactory evidence of the qualities desired. It is nevertheless true that advanced degrees are one of the few rather definite indications that prospective members of the faculty have at least had the opportunity to secure the kind of advanced training which should be expected of instructors at the university or at the State college.

(2) In the future, officers of the State university should be on their guard against the tendency to advance faculty members so rapidly that the instructional staff is overbalanced with men and women holding the highest teaching offices in the institution. At present, the number of full professors is out of proportion to the number of assistant professors and instructors.

(3) Administrative officers of the State university and of the State college should be on their guard against the dangers of educational inbreeding. The vitality of any higher institution is intimately dependent on the infusion from without of new ideals and of new methods. The fact that more than one-half of all instructors in the higher institutions of South Dakota have had experience in those institutions only suggests the possibility that educational inbreeding may be a real danger.

(4) With notable exceptions, it would appear that members of the faculties of the higher institutions of South Dakota are not completely fulfilling legitimate expectations with respect to productive scholarship. The close relation which exists between effective instruction and research would justify the suggestion that administrative officers encourage research and contributions by a larger proportion of the instructional staffs (*a*) by considering the capacity for productive scholarship as one of the qualifications to be looked for in employing new faculty members, (*b*) by so arranging the burdens of teaching that time and facilities may be available for research, (*c*) by direct stimulation, (*d*) by demanding a salary budget sufficient to attract men and women with the capacity for extra instructional work as a regular part of their employment.

Section 8. THE WORK OF FACULTY MEMBERS.¹

For the State university as a whole (excluding the college of music, not here considered), the average number of semester teaching hours per instructor is satisfactory. On the other hand, the average number of student clock hours per instructor is low. The Bureau of

¹ The interrelation of many factors renders difficult the measurement of the services of faculty members in any institution. Few members of the faculty perform services which are limited to the classroom or laboratory. Each, to some extent, must render services on various committees and be responsible for many extra classroom duties necessary for the effective administration of the institution. Furthermore, members of the faculty should be expected to engage in forms of productive scholarship which can not be measured in terms of teaching hours. In addition, heads of departments, deans, and other instructors who are responsible for various forms of administrative activity must necessarily devote no small part of their time and energy to college tasks which are not readily susceptible to ordinary measurement. For these reasons the services of any instructor must be considered as including not only his work in class activities involving direct instruction but also his work in various forms of administrative activities.

The actual amount of time expended by any instructor in classroom or laboratory is easily measured. Here again, however, a number of variable factors enter, serving to render interpretation and evaluation difficult. Obviously the energy and time demanded of different instructors in connection with the work of instruction differ in many ways, in the number of students under instruction, in the character of the preparation necessary for any single class meeting, in the labor entailed in the correction of papers, themes, exercises, reports, conferences, etc. It is obvious, therefore, that no single measure can give a complete indication of the services rendered by various instructors.

Students' programs of work are commonly estimated in terms of "credit hours." Ordinarily this is the same as a "semester hour," which means one hour of work per week for a half year. The basis of the measurement is the lecture or recitation period, with its accompanying amount of preparation. Usually two or three hours of laboratory or field work are considered as equivalent to one hour of recitation, quiz, or lecture. This is on the assumption that every recitation, quiz, or lecture presupposes about two hours spent in preparation, while laboratory or field work commonly requires little or no previous preparation by the student.

In measuring the instructional work of faculty members two methods may well be employed, either supplementing the other as an indication of the amount of service performed. One of these methods uses the number of hours spent by the instructor in the classroom or laboratory as the unit, assuming that two hours of work in the laboratory are approximately equivalent to one hour of lecture, quiz, or recitation. This unit, therefore, is essentially the same as the "credit hour." For convenience it may be called the "semester teaching hour." However, when this unit is the only unit of measurement applied a wide margin of error is possible in many cases. For instance, an instructor in Greek may give four courses, each meeting three class hours per week for a half year. His total semester teaching hours would then be 12. His colleague in English department may give four courses, likewise meeting three times per week each, with a total of 12 semester teaching hours. If, however, the enrollments in the Greek courses are 3, 2, 4, and 5 students, respectively, and the enrollments in the English courses are 50, 28, 35, and 40 students, it is clear that the teaching load of the English teacher is much heavier than that of his colleague in the Greek department, especially with the extra classroom work involved in the correction of written work.

The second method available for the measurement of instructors' teaching loads is the "student clock hour." It may be described thus: One student under instruction in lecture, quiz, recitation, or laboratory work for at least 50 minutes net represents one student clock hour. Twenty students in one class which meets one 50-minute period per week for one semester would give a total of 20 student clock hours. If that same class meets three times per week the number of student clock hours would be 60. It will be noted that with this unit one period spent by the teacher in laboratory work or field work counts equally with one period spent in lecture, quiz, or recitation. Doubtless in some cases the teacher's burden in laboratory work is less than in classroom work. In other cases the arrangement of apparatus and planning of the work necessitates fully as much labor and time as might be spent by the instructor in connection with a lecture or recitation period. It should be obvious that the relation between classroom and laboratory work for the teacher is far different from that for the student.

The use of the semester teaching hour as the only unit, or the use of the student clock hour as the sole unit, might well lead to very false estimates of the services performed by different instructors. Either may well serve as a cross check on the other. Hence, in this investigation, both units were employed.

Education has previously suggested that in an institution where research work is to be encouraged and expected, it is reasonable to expect also a departmental average of 250 student clock hours for each instructor per semester. This would be the equivalent of 10 semester teaching hours per instructor with classes averaging 25 students each—a reasonable working standard. In a college where the greater part of the work of instruction is limited to undergraduate work, an average of 300 student clock hours per semester for each instructor would not appear to be excessive. This would be the equivalent of 12 semester teaching hours per instructor with classes averaging 25 students each. The average number of teaching hours for an instructor per semester is about 13 for the university as a whole, while the average number of semester clock hours per instructor is only 219. Here is further evidence of the fact, noted elsewhere in this chapter, that there is an excessive number of small classes in the university. The existing situation calls for the attention of administrative officers.

In the college of engineering there is found an excessive burden of semester teaching hours per instructor combined with a low number of semester student clock hours per instructor. This is due to an excessive number of small classes, which in turn is due to the policy of duplication in engineering courses permitted by the regents of education. In the college of law the situation is satisfactory. In the college of medicine the average number of semester teaching hours is excessive, while the number of semester student clock hours is somewhat below standard. This situation is in part due to the fact that the college of medicine is in a stage of development, perhaps even of experimentation, and in part to the fact that its special character as a very complex professional department places it in a category somewhat different from other departments of the university. Means should be taken to reduce somewhat the present excessive burdens of instruction imposed on the force of instruction in this department.

In the college of arts and sciences the number of semester teaching hours per instructor is satisfactory, while the number of semester student clock hours is excessively low. Here in particular there is need for administrative recognition of the deleterious effects of a large number of small classes. While the average teaching load for instructors in the college of arts and sciences is not excessively heavy, in some departments there is evidence that the teaching burden of certain instructors should be reduced at once. An instance is found in the case of the assistant professor of English, who in 1916-17 had 21 hours of classroom work in each semester and whose burden of student clock hours was 469 during the first semester and 388 during the second semester. During the first semester the number of his student clock hours was equal to the combined student clock hours

of the professor (and dean) of economics, the professor of fine arts, the professor of Greek, the professor of Latin, and the professor of civil engineering. His combined student clock hours for both semesters were more than the total combined student clock hours of the professor of economics, the professor of fine arts, the professor of Greek, the professor of journalism, the professor of Latin, and the professor of mathematics.

In several cases there is evidence of an excessive number of semester teaching hours combined with a relatively small number of semester student clock hours. Instances may be found in the cases of the professor of English, the instructor in English, the professor of Greek, the professor of history and political science (second semester), and the professor of Latin.

For the State college as a whole the average number of teaching hours per instructor and the average number of student clock hours per instructor are not excessive.

In some cases the burden of teaching is apparently excessive. This would appear to be the case for the associate professor of agronomy, of whose time only five-elevenths is supposed to be devoted to instruction. During the first semester his burden of teaching hours was 17 and his burden of student clock hours 338. This would also appear to be true of the professor of botany, whose total student clock hours were 430 for the first semester and 378 for the second semester. The abnormally heavy program of the associate professor of chemistry and of the assistant professor of chemistry may be explained in part, but not wholly, by the absence on leave of the professor of chemistry during the second semester. Likewise the excessively heavy burden of the instructor of pharmacy during the second semester may be explained by the death of the professor of pharmacy. The burden of the professor of English was excessively heavy during the first semester.

The effect of small classes is to be noted in civil engineering, electrical engineering, and experimental engineering, where the relatively large burden of teaching hours is accompanied by a relatively small burden of student clock hours in civil and electrical engineering. This has its bearing on the problem of duplication in engineering courses elsewhere discussed.

The excessive programs of work carried by some instructors are illustrated by the following: During the first semester the professor of civil engineering provided 12 periods of recitation or lecture and 36 periods of laboratory work in addition to some instruction in the preparatory school. During the second semester the professor of metallurgy provided 18 periods of recitation or lecture and 21 periods of laboratory work. During the same semester the professor of geology and mineralogy provided 17 periods of recitation or lecture

and 19.5 periods of laboratory work in addition to some preparatory-school instruction. Such programs as these are totally indefensible.

Summary.—On the whole the number of teaching hours per instructor in the collegiate institutions of the State is generally satisfactory, though important exceptions are numerous and considerable variability is found. The attention of administrative officers is called to all instructors' programs which show semester teaching hours above a standard of 15. From the figures presented it is clear that in general the number of student clock hours is in general rather low, though here again variability is found, and in many individual cases noteworthy departures from a reasonable standard are to be observed. The attention of administrative officers is called to wide variations from the standard as shown by the tables given above.

Particularly noteworthy is the fact that in many cases, and in the averages for institutions, satisfactory or even excessively high teaching-hour burdens are accompanied by excessively low student clock-hour burdens. This is, in many cases, at least, due to the large number of courses enrolling few students. The remedy in some of these cases will doubtless be found in the exercise of greater care in the offering and giving of courses enrolling few students.

On the basis of the data available, the survey committee feels justified in making the following recommendations:

(1) A working standard should be adopted for teachers' programs of instruction. The committee suggests that the number of teaching hours per semester for an instructor on full time for instructional purposes be set at not more than 15 and that the number of student clock hours per semester for an instructor be set at between 250 and 300, according to the nature of his work.

(2) Excessive teaching programs at present found should be reduced. Officers should make a careful investigation of instructors' programs at least twice a year for the purpose of adjusting any unnecessarily great variability.

Section 9. SALARIES.

The primary factor determining the salaries to be paid to faculty members in any institution is the maintenance of a sound educational policy. In the long run the quality of instruction is vitally affected by the salaries paid. Other things being equal, the payment of good salaries will attract and retain good instructors. Other things being equal, the payment of low salaries sooner or later will prevent good instructors from joining the faculty or will lead such good instructors as may be secured to consider the institution merely a stepping stone to more remunerative positions in other institutions.

Salaries in other universities and colleges.—The following are the maximum and minimum salaries paid to faculty members of various grades in different colleges and universities throughout the country:

TABLE 104.—Average maximum and minimum salaries in 90 State colleges and universities in 1915-16.

Positions.	Size of faculty.				
	Under 26.	26 to 50.	51 to 100.	101 to 200.	Over 200.
President ¹	\$3,828	\$4,578	\$5,023	\$5,933	\$8,139
Deans, maximum.....	2,050	2,969	3,054	3,100	5,128
Deans, minimum.....	2,050	2,238	2,409	2,418	3,147
Professors, maximum.....	2,423	2,300	2,645	2,770	4,199
Professors, minimum.....	1,742	1,776	1,879	1,883	2,256
Associate professors, maximum.....	1,780	1,825	1,922	2,043	2,530
Associate professors, minimum.....	1,367	1,550	1,691	1,700	1,750
Assistant professors, maximum.....	1,514	1,658	1,638	1,750	2,303
Assistant professors, minimum.....	1,350	1,383	1,314	1,305	1,460

¹ In the majority of cases the president's house is also provided.

When figures for the State college and for the State university in South Dakota are compared with figures for other institutions of somewhat similar character it appears that, while the maximum salaries are not notably low, the minimum salaries are distinctly low and the number of professors, associate professors, and assistant professors receiving low salaries is great. With the exception of a few faculty members (who, for the most part, occupy also administrative offices or have other duties in addition to their instructional duties), instructors at the collegiate institutions of South Dakota receive salaries quite inadequate, whether viewed from the standpoint of conditions peculiar to South Dakota or from the standpoint of comparison with other institutions of the same character. This is, of course, particularly true for the State school of mines.

At present all three institutions are fortunate in having a relatively large number of faculty members whose long and efficient service to their respective institutions is neither determined nor measured by purely financial considerations. However, in the natural course of events new instructors must be added to the staffs in order to replace those whose services are terminated and to provide for developments inevitable in the growth of the institutions. Unless the salary schedules are materially raised in the near future the State of South Dakota can not hope to attract or retain efficient instructors. In fact, the State university and State college already feel their inability under present conditions to compete with other institutions of the same rank. The State can not afford to engage inferior instructors or to permit its collegiate institutions to become merely convenient stations where promising young men and women may gain their experience in college teaching, only to devote their

years of productive teaching and scholarship to other institutions which pay better salaries. In raising the general schedule for collegiate instructors the State would perform not an altruistic service to college instructors, but a service to itself. The primary consideration for the State is in the problem of its own interests.

In connection with the problem of salaries at the State university it is worthy of note that successive presidents of the institution repeatedly called attention to the necessity of increases if the work of the university is to be rendered effective. But in spite of some increases in salaries at the State university within the past few years, the salary schedule as a whole is far too low to secure or retain men and women equipped for the work which should be expected in a State university. In this connection it is worthy of more than passing interest that budget estimates at the State university have always passed through a double "paring down" process. This is clear from the figures presented in the following table:

TABLE 105.—*Salary estimates, recommendations, appropriations, and payments at the State university.*

College year.	Recommendations by the president.	Recommendations by the regents.	Appropriation by the legislature.	Actually disbursed for salaries. ¹
1905-6.....	\$45,000	¹ \$45,000	\$40,000	\$47,398
1906-7.....	50,000	² 50,000	40,000	48,204
1907-8.....	50,000	50,000	45,000	55,732
1908-9.....	50,000	50,000	45,000	55,364
1909-10.....	65,000	60,000	55,000	63,107
1910-11.....	65,000	60,000	55,000	68,716
1911-12.....	80,000	70,000	65,000	74,936
1912-13.....	80,000	70,000	63,000	82,332
1913-14.....	90,000	80,000	70,000	96,363
1914-15.....	90,000	80,000	70,000	91,696
1915-16.....	110,000	90,000	78,000	103,858
1916-17.....	110,000	90,000	82,500	.....
1917-18.....	120,000	110,000	93,000	.....
1918-19.....	120,000	110,000	97,000	.....

¹ Appropriations, plus tuition fees and other "local funds."

² Revision by regents at the request of the legislature reduced these two recommendations to \$43,000 each.

It would appear that the regents of education had adopted the vicious policy of reducing the president's estimates by approximately 10 per cent and that the legislature had adopted the further vicious policy of reducing by approximately 10 per cent the recommendations of the board which it itself has established to examine the needs of the institution. The double "paring-down" policy can have no justification.

Study of the salary figures for the State school of mines shows that the salaries paid to full professors are approximately the salaries paid to fairly good high-school teachers. The principal of the Sioux Falls High School receives a salary of \$3,100. The presi-

dent of the State school of mines receives a salary of \$3,000. The average salary of the eight highest-salaried teachers in the Sioux Falls High School is \$1,556. The average salary of the eight full professors at the State school of mines is \$1,590.

Summary.—Certain important conclusions may be drawn concerning the salary schedules of the three institutions under consideration:

(1) With relatively few exceptions the salaries paid to faculty members in the State university, the State college, and the State school of mines are low—so low that the efficiency of instruction is seriously imperiled.

(2) With an average salary of \$2,000 and a standard teaching program of 500 to 600 student clock hours per week for both semesters combined (250 to 300 per week per semester), an average cost of instruction per student clock hour would be between \$3 and \$4 for salaries. Where salary costs rise above that figure one may expect to find—(a) too few classes taught, (b) small enrollments in classes, or (c) unusually high salaries paid. Where salary costs fall below those figures one may expect to find (a) teaching program too heavy, (b) overlarge classes, or (c) low salaries.

(3) The machinery whereby salary budgets are determined is faulty. The best educational interests of the State are not conserved when a double “paring-down” process is performed by the regents of education and the legislature. Salary costs do not fall within the same category in this respect as do expenditures for buildings, etc. Definite salaries should be set for positions of rank from assistant professor up and the budget therefor fixed accordingly. It is beneath the dignity of the State to bargain with individuals concerning the salaries to be paid for professional work.

On the basis of its investigation the survey committee makes the following recommendations designed to remedy the defects considered above.

(1) The establishment of a salary schedule for faculty members of rank from assistant professor to dean. An average of \$2,000 per department should be considered as a reasonable mean. The minimum salary for dean or other officer performing similar duties should be set at \$3,000. The minimum salary for a full professor should be set at not less than \$2,500. The minimum salary for an associate professor or an assistant professor should be set at not less than \$2,000.

(2) In each case where the salary cost per student clock hour is more than \$4 per department the administrative officers of the institution should determine whether that excessive cost is due (a) to excessively high salaries, (b) to deficient teaching programs, (c) to an excessively large number of classes with small enrollments, or

(d) to some factor peculiar to the particular work. Efficient administration can well remedy some of the defects thus disclosed.

(3) In each case where the salary cost per student clock hour is less than \$3 per department the administrative officers of the institution should determine whether that excessively low cost is due (a) to teaching programs which are excessively heavy, (b) overlarge classes, (c) excessively low salaries. Certain defects in the present situation may readily be corrected.

(4) The legislature should cease to place the salary budgets of the three institutions in the same category with financial budgets involving buildings, new ventures, or even equipment and maintenance. Neglect to appropriate desired money for buildings, expansion, even maintenance and equipment creates but temporary loss. Parsimony in salaries is more serious and frequently leads to permanent injury to the institution. Expenditures for material equipment, for maintenance, for expansions in the work of the institutions, or for buildings and land may be somewhat irregular without serious and lasting damage being done. Salaries, on the other hand, must from their very nature be essentially regular in maintenance and increase. The legislature would do well to encourage a settled salary policy in the various institutions, even with the expectation that that policy must change as conditions change.

Section 10. THE COST OF HIGHER EDUCATION.

South Dakota ranks seventeenth among the 48 States on the basis of the amount spent on higher education for each thousand dollars of wealth. Compared with two western States having approximately the same population, South Dakota spent for the year given in the census report about 7 per cent more than Oregon and 15 per cent more than North Dakota, although recognition should be made of the variable factors which enter into these comparisons.

South Dakota ranks sixteenth on the basis of per capita receipts of higher educational institutions, including normal schools. But the per capita receipts of South Dakota are considerably less than those of the States mentioned above, Oregon and North Dakota exceeding South Dakota by 11 per cent and 32 per cent, respectively.

Notwithstanding the apparent liberality of the taxpayers in supporting the educational work of the State, there is good reason to believe that a much greater liberality will be necessary in order to reach the highest standards of education which are in demand by wealthy and rapidly growing States. Attention is also called to the fact that Iowa and Minnesota, States with much greater population

and wealth than South Dakota, are spending from 4 to 21 per cent more per capita.

Per capita costs of higher education.—Tables 106 and 107 show the cost per student at the State institutions of South Dakota in comparison with those of Washington, Iowa, Nevada, and Arizona.

TABLE 106.—*Comparative per capita cost of higher education in the States of Washington, Iowa, Nevada, Arizona, and South Dakota.*

(Based on the average enrollment.)

	Washington.		Iowa.		
	1913-14		1913-14		
	State university.	State college.	State university.	State college.	Teachers' college.
Number of students enrolled in first semester.....	2,263	947	2,343	2,292	1,287
Number of students enrolled in second semester.....	2,373	972	2,235	2,207	1,348
Total enrollment.....	4,636	1,919	4,580	4,559	1,245
Average attendance for the year.....	2,318	959.5	2,299	2,279	3,926
Total operating expenses, excluding summer school.....	\$517,505.00	\$343,865.00	\$629,089.24	\$616,654.33	\$220,018.22
Cost per student of average attendance.....	\$223.49	\$358.37	\$275.00	\$270.00	\$168.00
	1914-15		1914-15		
	State university.	State college.	State university.	State college.	Teachers' college.
	State university.	State college.	State university.	State college.	Teachers' college.
Number of students enrolled in first semester.....	2,724	1,013	2,416	2,522	1,406
Number of students enrolled in second semester.....	2,645	956	2,303	2,467	1,485
Total enrollment.....	5,369	1,969	4,719	4,989	1,366
Average attendance for the year.....	2,684.5	984.5	2,360	2,495	4,257
Total operating expenses, excluding summer school.....	\$517,505.00	\$285,299.00	\$648,195.10	\$677,146.68	\$241,007.52
Cost per student of average attendance.....	\$192.77	\$289.79	\$274.50	\$271.00	\$170.00
	Nevada.	Arizona.	South Dakota.		
	1914-15	1915-16	1915-16		
	State university.	State university.	State university.	State college.	School of mines.
Number of students enrolled in first semester.....	310	403	558	.....	67
Number of students enrolled in second semester.....	316	.....	505	.....	62
Total enrollment.....	626	.....	1,063	.....	129
Average attendance for the year.....	313	413	531	358	65
Total operating expenses, excluding summer school.....	\$138,717.96	\$165,510.90	\$144,078.07	\$158,955.00	\$36,680.51
Cost per student of average attendance.....	\$443.18	\$400.73	\$271.30	\$441.21	\$564.32
	1915-16		1916-17		
	State university.	State university.	State university.	State college.	School of mines.
	State university.	State university.	State university.	State college.	School of mines.
Number of students enrolled in first semester.....	328	.....	631	.....	116
Number of students enrolled in second semester.....	331	.....	622	.....	78
Total enrollment.....	659	.....	1,253	.....	194
Average attendance for the year.....	329.5	.....	626	365	97
Total operating expenses, excluding summer school.....	\$172,254.23	.....	\$151,059.00	\$170,947.71	\$33,961.57
Cost per student of average attendance.....	\$522.77	.....	\$241.29	\$468.35	\$350.12

Table 106 gives in detail the enrollment, average attendance, total operating expenses, excluding those of the summer school, and the cost per student based on the average attendance for two successive years. Although a number of the surveys were made a year or two before that of South Dakota, this difference probably does not seriously detract from the value of the comparisons. Table 107 compares in minimum and maximum order the costs for each year of the two included in the survey of all the State institutions under discussion. The median cost is also indicated. Table 108 compares the average cost based on the two years and shows the relative position of each institution in the minimum and maximum order. Special attention is called to the position of the State college and the school of mines as shown in these tables.

TABLE 107.—*Per capital costs of instruction in the institutions surveyed by the Bureau of Education, giving each year in minimum-maximum order.*

Iowa State Teachers' College, 1913-14.....	\$168. 00
Iowa State Teachers' College, 1914-15.....	170. 00
Washington State University, 1914-15.....	192. 77
Washington State University, 1913-14.....	223. 49
South Dakota State University, 1916-17.....	241. 29
Iowa State College, 1913-14.....	270. 00
Iowa State College, 1914-15.....	271. 00
South Dakota State University, 1915-16.....	271. 30
Iowa State University, 1914-15.....	274. 50
Iowa State University, 1913-14.....	275. 00
Washington State College, 1914-15.....	289. 79
South Dakota State School of Mines, 1916-17.....	350. 12
Washington State College, 1913-14.....	358. 37
Arizona State University, 1915-16.....	400. 73
South Dakota State College, 1915-16.....	441. 21
Nevada State University, 1914-15.....	443. 18
South Dakota State College, 1916-17.....	468. 35
Nevada State University, 1915-16.....	522. 77
South Dakota State School of Mines, 1915-16.....	564. 32
Median	275. 00

TABLE 108.—*The per capita costs based on the average of the two years included in each survey.*¹

Iowa State Teachers' College, 1913-15.....	\$169. 00
Washington State University, 1913-15.....	208. 13
South Dakota State University, 1915-17.....	256. 29
Iowa State College, 1913-15.....	270. 50
Iowa State University, 1913-15.....	274. 75
Washington State College, 1913-15.....	324. 08
Arizona State University, 1915-16.....	400. 73
South Dakota State College, 1915-17.....	454. 78
South Dakota State School of Mines, 1915-17.....	457. 22
Nevada State University, 1914-16.....	482. 97

Suggested basis of comparing costs.—A study of the accompanying tables shows that the per capita costs of the State college and the State school of mines are very high. While it is impossible to determine arbitrarily what the per capita cost should be, it is suggested that in the light of previous surveys the cost figure for a university of recognized standards, such as the Iowa State University, may be made a suitable basis of comparison. This figure, \$275, which also happens to be the median cost, as shown in Table 107, may be used in comparing costs for the years 1915-1917, and is one that is also in harmony with the cost figures suggested by the Bureau of Education in its previous surveys.

Institutions compared.—If the average cost per student at the university were \$275, the total expenses would be \$169,036.46; they now are \$147,568.83, or 12.7 per cent less than the suggested standard.

If the average cost per student at the State school of mines were \$275, the total expenses would be \$21,406.64; they are now \$35,321.05, or 65 per cent more than the suggested standard.

According to Table 108 the per capita cost of instruction at the State university (based on the average of two years) is \$14.21 less than that of the Iowa State University; the per capita cost at the State college is \$183.72 more than that of the Iowa State College, \$198.48 more than that of South Dakota State University, and \$276.76 more than that of the Iowa State University. The cost at the school of mines is approximately the same.

Observations and conclusions.—The foregoing data go to show that the university is the only State institution of higher education which is operated at a figure below the suggested standard. It is

¹ Arizona includes one year's report only.

therefore possible to incur additional expense of about \$20,000 annually for the needs of the university, whether it be for increased salaries, as brought out in another section, or for other purposes, without going beyond the suggested standard.

While it is only fair to recognize that technical institutions such as the State college and the State school of mines may reasonably expect a higher per capita cost of instruction than at the State university, yet it is apparent that the State of South Dakota is not getting, nor is it as yet in a position to get, full value for the money expended at these institutions under their existing organizations.

If the plan for consolidation should be accepted, not only a reasonable reduction in general overhead expense would result, but there would be the release annually of from \$50,000 to \$60,000, which could be used to excellent advantage in increasing salaries, improving the institutional equipment, and general upkeep.

If consolidation is not considered advisable, the organization of the curricula at the State college and the State school of mines, in harmony with the recommendations respecting major and service lines, will doubtless effect a large reduction in the \$70,000 to \$80,000, which is the excess above a total operating expense based on a median per capita cost of \$275.

Section 11. SUMMARY OF RECOMMENDATIONS RELATING TO HIGHER EDUCATION.

The primary recommendation of the committee involves the consolidation and reestablishment in a central location of all three higher institutions and the establishment, possibly at the abandoned sites, of three junior colleges under the direction of the consolidated university. If the State accepts such a policy, all difficulties of duplication disappear. If, on the other hand, it is not willing to adopt such a policy, it will be necessary to assign special fields to the various institutions and to suggest certain modifications in organization. In view of such uncertainty the committee presents the following substitute recommendations:

1. The instruction in engineering now offered at the school of mines should be transferred to the State college. In place of the present school there should be established a junior college under the general direction of the State university.

2. The principle of major and service lines should be applied to higher education in the State as follows: Major lines at the State university should include liberal arts, law, medicine, pharmacy, commerce, music, art, and the training of school executives, school administrators, and secondary school teachers other than those of agricultural, home economics, and industrial subjects.

Major lines at the State college should include agriculture and its related fields, home economics, engineering, mining and metallurgy, and the training of secondary school teachers and general supervisors in these subjects.

3. Until conditions warrant it, graduate instruction in advance of the master's degree should not be offered at either institution.

4. Secondary instruction at the higher institutions should be discontinued. This includes the following: (a) That offered by the preparatory departments at the State college and the school of mines. (b) That offered by the department of music at the State university and the State college. (c) That offered by the department of commerce at the State university and the State college. (d) That offered by the school of agriculture at the State college, except to students of mature years. (e) That offered to special students, except those who meet the regular entrance requirements or who are of mature age.

5. To insure better articulation between institutions of higher and secondary grade there should be provided an adequate system of high-school inspection and accrediting through the medium of the State department of public instruction. Admission to the higher institutions should be granted to all graduates of approved four-year high schools of the State and to candidates from other States who present certified credit for work equivalent to graduation from a four-year high school of the State. Conditional admission should be granted only to candidates who meet the general requirement and who are deficient in certain studies which are regarded as prerequisite to the chosen curriculum. In place of the present disjointed statement concerning prescribed subjects for admission and graduation there should be provided for each line of specialized study offered by the State's higher institutions a published statement showing what is believed to be appropriate sequences of studies and an acceptable amount of coordinated work covering the combined high school and college periods.

6. While South Dakota in comparison with some other States has liberally supported higher education, it must continue to increase its maintenance funds to provide for the growing demands. To this end the State should provide a millage tax, as recommended in Chapter IX. The budget plan for the disbursement of funds within each institution should be generally adopted and other improvements in financial procedure should be introduced.

7. More complete permanent records of students' work and achievements should be kept. The State college, after investigating the methods of other institutions, should revise its entire scholastic record system.

8. The functions of the office of dean should be clearly defined and should include, among other functions, the responsibility for the

formulation of well-connected curricula and the development and maintenance of strong teaching organizations.

9. A working standard should be adopted for teachers' programs. In general an instructor should not carry more than 15 hours per week and the instructional load should be from 250 to 300 clock hours.

10. A careful examination should be made of the courses offered by the higher institutions, with a view to determining, first, the courses justifiably offered on the grounds that they meet real and worthy needs and are for the proper development of institutional aims; and third, the courses now offered that may be dispensed with on the ground that they are superfluous or that they practically parallel other courses within the same or other departments. To mitigate the evil of small classes the administrative officers of each institution should give closer supervision to the departmental offerings. Special attention should be given to the possibilities of the alternative plan and to the possibility of reducing the number of similar courses in departments showing an excessive number of small enrollments.

11. As opportunity offers in the employment of new members of the instructional staffs the officers of the higher institutions should secure men and women whose qualifications are attested by the attainment of higher degrees received from institutions of standing and those whose qualifications include a capacity for productive scholarship. The administrative officers should guard against the dangers of educational inbreeding.

12. The State should establish a definite policy regarding salaries at the several institutions, including a salary schedule for faculty members from assistant professor to dean. The present practice of considering salary requirements in the same category as appropriations involving buildings, expansions, or even equipment and maintenance, should be discontinued.

13. With a view to developing and maintaining efficient working staffs, the administrative officers should give serious consideration to such matters as opportunities for professional improvement, retiring allowances, comfortable living conditions, convenient and suitable office facilities, adequate working equipment, freedom of initiative, etc.

THE UNIVERSITY.

14. The college of law should be organized on the basis of a four-year course.

15. The extension work of the university should be more liberally supported and more definitely organized and its policies concerning standards should be more clearly defined.

16. The department of education should be reorganized as a distinct school of education in charge of a dean. Such an organization should include a practice high school for supplying the facilities for practice teaching.

THE STATE COLLEGE.

17. The proportion of technical work required for the agricultural curriculum should be increased, especially in farm mechanics and agricultural engineering.

18. Each of the agricultural departments should include all technical experts in the subject concerned, whether engaged in teaching, research or extension. The practice of grouping science experts, such as soil chemists, dairy bacteriologists, etc., with the technical departments rather than with their respective science departments, should be discontinued.

19. The work in home economics at the State college should be reorganized as a distinct division.

20. Better facilities and increased appropriations are recommended for the library at the State college.

21. The teacher-training work at the State college should be expanded. To meet immediate needs the work may be organized as a department in the general service division, with major options in agricultural education, industrial education, and home economics education. Specialists in the methods of teaching these subjects and in rural life should be provided to work in close touch with the respective divisions of the college. Adequate provision should be made for practice teaching.

Chapter XXI.

SUMMARY OF THE MOST IMPORTANT RECOMMENDATIONS CONTAINED IN FOREGOING CHAPTERS, CLASSIFIED AS LEGISLATIVE AND ADMINISTRATIVE.

Section 1. LEGISLATIVE.

1. The enlargement of the present State board of regents of education with the following powers and duties:

(a) To retain and continue all the powers and duties now held under law for the administration of the State university, the State college, and the State normal schools.

(b) To have general oversight and control of the public-school system of the State.

(c) To choose a superintendent of public instruction as the executive official of the State board of education and head of the State department of education.

(d) To require uniform records and reports, in form to be prescribed by the superintendent of public instruction, from all educational institutions supported by the State, and from all other organizations doing educational work receiving State accreditation and recognition.

(e) To classify and standardize, under the direction of the State superintendent, the public schools of the State.

(f) To prescribe the standards and courses of study for the State normal schools, the educational departments of the denominational colleges and academies accredited under State law, and such other teacher-training institutions as may be established by law.

(g) To adopt rules and regulations for the sanitary inspection of schools and for the physical examination of school children, and, in conjunction with other State authorities, to see that the rules relating to school health, compulsory education, and child conservation be enforced.

(h) To have general control of the schools for the deaf and the blind and the industrial school for boys and girls.

(i) To act as a board of control for the State library and State historical collections.

(j) To transmit to the governor and the State legislature a biennial report covering all the activities of the university, the State colleges, and the State department of public instruction in its relation

to all public elementary and secondary schools and the above-mentioned higher educational institutions of the State.

(k) To perform such other duties and functions as are prescribed by law.

2. The reorganization of existing school districts outside of incorporated towns and cities in the State as follows:

(a) Legal disestablishment of all common-school districts as now organized in all counties with a school population of more than 2,000 children of school age outside of present independent town and city districts¹; permissive disestablishment of all common-school districts in all other counties; and the establishment in lieu thereof of the county as a single school district.

(b) The abolition of the present district school boards in all counties of more than 2,000 children of school age outside of the present independent town and city independent districts and organization in lieu thereof in these and all other counties of county boards having the following powers and duties:

(1) To enforce the laws relating to education and the rules and regulations of the State board of regents of education within their respective counties.

(2) To elect a county superintendent and appoint such deputy county superintendent and necessary supervising officials as may be provided for under law.

(3) To appoint one subdirector for each school community within their jurisdiction, provided the county is organized on the county-unit plan.

(4) To have direct charge of all county schools in counties of more than 2,000 children of school age and in such other counties as take advantage of the county-unit act, including closing unnecessary schools, building new schools, consolidating schools, and conveying children to school at public expense, and organizing rural high schools.

(5) To elect all teachers on nomination by the county superintendent.

(6) To levy a uniform school tax on all the taxable property of the county under legal limitations, and to expend the funds thus procured to equalize educational advantages among all the school children of the county.

(7) To exercise such other powers and duties not enumerated above but which are prescribed by law.

3. The improvement of school enrollment and daily attendance by appropriate legislation, as follows:

(a) To begin the school year on January 1 of each year and close the same on December 31, thus making it possible to retain the same

¹ See note on page 30.

teachers throughout the growing season of the year, which should be the most important session of rural schools.

(b) To lengthen the teaching year to a minimum of nine school months of 20 teaching days each, provided that the teaching hours may be shortened during the season or seasons of the year when pupils' labor is essential to agricultural and other industrial work.

4. The improvement in stability and growth of the public-school system through the following definite modifications in the present system of taxation for school purposes:

(a) The adoption of the county as the unit of taxation; these funds when collected to be used to equalize educational advantages over the county.

(b) The local school community to be authorized to levy taxes and to issue bonds under legal limitations for extraordinary purposes only, such as erecting new buildings and procuring larger sites and school farms.

(c) Levying of a State tax equivalent to not more than one-third of the whole school maintenance of the State (including the present permanent school fund).

(d) Adoption of a permanent millage tax for the maintenance of the State's higher educational institutions to be apportioned according to the needs of each institution to supplant the present legislative appropriations.

(e) Adoption of a new basis for the distribution of the present State permanent fund and future State taxes, as follows:

(1) The permanent fund to be distributed on the basis of aggregate daily attendance and the number of teachers employed, instead of as at present on the basis of school population; provided that weak schools in sparsely settled sections of the State be credited with not to exceed 2,000 attendance days in addition to their actual aggregate daily attendance.

(2) The proposed State taxes to be awarded for consolidation of schools, teacher training in high schools, etc., only when the local school communities have indicated their cooperation by agreeing to certain requirements made by law, a stipulation under which such aid may be received.

5. The improvement of rural education through State aid on the following basis:

(a) That no modern one-teacher school shall utilize less than 5 acres of land for grounds and experimental purposes.

(b) That every such school shall erect at community expense a cottage on the premises for the teacher.

(c) That ample facilities be provided for a sanitary water supply.

(d) That ample provision be made for the installation of such

sanitary toilet and heating facilities as shall be recommended by the State board of education.

6. The establishment of the present small rural schools as modern consolidated schools and rural high schools by (a) passing appropriate legislation looking toward establishing associated or trading-center school areas to embrace a central village and a number of outlying schools; (b) creating one county high school of agricultural type in each county in the State, which may or may not be one of the central schools of an associated area; and (c) voting liberal State aid for the erection of any school plants and for maintenance.

7. The improvement of teaching conditions by (a) establishment of reasonable minimum salaries for all teachers; and (b) scaling all teachers' salaries to the grade of certificate held, thus placing a premium on such preparation.

8. Improving of teacher qualifications by (a) increasing gradually the entrance requirements of the State normal schools and lengthening their study courses; (b) eliminating the present third-grade certificate; (c) discontinuing the issue of certificates on examination as soon as the normal schools, the department of education in the university, and the department of education in the State college, and other teacher training institutions have become fully equipped to supply all the professional teachers required; and (d) placing the minimum requirement for permission to teach at graduation from an accredited four-year high school or its equivalent and in addition at least one year's study acquired at a professional school for teachers, the standard to go into effect not before September, 1922.

9. Increase in supply of professional teachers by (a) organizing teacher-training departments in not to exceed 20 fully equipped high schools and distributed over the State; the schools to organize the professional work in fifth-year classes and to receive State aid; (b) establishing well-equipped departments for rural teachers at all the normal schools; (c) enlarging the facilities of the State agricultural college to prepare teachers for vocational agriculture and home economics; (d) granting State bonuses to teachers as awards for long service in a single community; and (e) establishing a retirement fund for teachers.

10. The division of the State into extension service districts, one for each normal school, within which each normal school shall organize an extension service for the teachers of the State.

11. The preparation of courses of study for the further training of teachers in service, the satisfactory completion of which shall be necessary to secure a permanent license to teach.

12. More liberal financial support of all the normal schools to enable them to reach the largest possible number of teachers to be.

13. The improvement of higher education in the State through the consolidation and reestablishment of a central location of all three higher educational institutions and establishment probably at the abandoned sites of three junior normal colleges under the direction of the consolidated university. If this policy be accepted, all difficulties of duplication will disappear. If, on the other hand, the State be unwilling to adopt such a policy, it becomes necessary to assign special fields to the various educational institutions and to recommend certain modifications in organization. In view of such uncertainty the committee presents the following substitute recommendations:

(a) The discontinuance of the school of mines in its present location and the transfer of the instruction in engineering to the State college.

(b) A junior college to be established on the present site of the school of mines under the general direction of the State university.

Section 2. ADMINISTRATIVE.

1. The State superintendent of public instruction to be clothed with the following administrative powers and duties:

(a) The State superintendent of public instruction shall be the executive official of the State board of regents of education and executive head of the State department of education and shall enforce all the rules and regulations made in conformity to law by the State board for the public elementary and secondary schools.

(b) He shall have supervision of all the different divisions of the State department of education and shall be held responsible by the State board for the proper administration of the duties of each such subdivision.

(c) He shall, under the direction of the State board and in cooperation with the heads of the State teacher-training institutions and in conformity with law, prepare courses of study for these training schools and prescribe methods and standards for the certification of teachers, and the validation of teaching credentials from other States.

(d) He shall personally direct all educational activities wherein the State department of education, under law, cooperates with the presidents and faculties of the higher educational institutions of the State.

(e) He shall have such other powers and duties as under law belong to the office of the State superintendent of public instruction.

2. The county superintendent of schools to be clothed with the following powers and duties:

(a) To act as executive officer of the county board of education and to execute under their direction the educational policies determined upon by the county board.

(b) To act as chief educational official of the county, in which capacity he shall represent the county board of education; to have entire supervisory control of the common schools of his county.

(c) To see that the compulsory-attendance act is enforced and the child-welfare laws obeyed.

(d) To nominate for appointment by the county board of education one deputy superintendent or professional supervisor for each 50 schools within his county.

(e) To supervise the classroom practice of all county schools, either in person or through his assistants.

(f) To carry out all policies of the county board of education; to have charge, under the board, of all county schools, including continuation school activities, night schools, part-time schools, short courses, etc., undertaken for the promotion of vocational and other education within the county.

(g) To have charge of health education in the county schools, including health inspection done in conjunction with the county board of health, and to direct the work of the county nurse if such a one is appointed.

(h) To keep full records of all educational activities within his jurisdiction, and to make reports from time to time to the county board of education and to the State superintendent of public instruction.

(i) To examine candidates for special teachers' certificates.

(j) To perform such other duties as by law belong to the office of county superintendent.

3. The improvement of school enrollment and daily attendance through—

(a) A careful annual census of the school population in all school districts of the State to be made by the authorities now provided by law, but under immediate supervision from the State department of public instruction, on uniform blanks to be furnished by this department. The census to classify the school population as follows: 5 to 18 years, 6 to 21 years, over 8 and under 16 years, 6 to 14 years, and over 14 to 18 years.

(b) More effective enforcements of the compulsory-attendance act through the medium of the county boards of education and the county superintendents.

(c) A system of records to be provided by the State department of education, to be used in transferring children from community to community, that will make evasion of school attendance impossible.

4. The improvement of rural education through the adoption by the State department of education of minimum standards for modern one-teacher schools, as follows: (a) Teacher with specialized preparation for rural teaching; (b) school plant to be equipped as

practical laboratory, in which to prepare rural people for their life work.

5. The enlargement of the facilities for preparing teachers in the State normal schools on the following basis:

(a) The normal school at Springfield to devote its energies chiefly to preparing rural teachers.

(b) The normal schools at Madison and Springfield to devote their energies chiefly to preparing rural and other elementary teachers and special-subject supervisors.

(c) The Northern Normal and Industrial School at Aberdeen to devote its energies to preparing rural and other elementary teachers and supervisors, with special emphasis on industrial supervisors.

6. The gradual increase of entrance requirements to graduation from an accredited four-year high school.

7. The granting of no normal-school certificates after the spring session of 1925 for less than the completion of two years of normal work above high-school graduation.

8. The award, after the spring session of 1925, of a two-year course normal-school diploma for the completion of the two-years' course above high-school graduation, and of the advanced normal-school diploma for completion of three-years' course above high-school graduation.

9. The provision by the normal schools for differentiated courses of study of two and three years above high-school graduation.

10. The establishment of special summer and irregular courses to enable teachers in service to fulfill the new academic and professional requirements.

11. The organization of specialized rural-school departments in connection with each of the normal schools.

12. Liberal increase in the salaries of all normal school instructors.

13. The reorganization of the department of education in the University of South Dakota as a school of education in charge of a dean and faculty of education.

14. The organization of a practice high school in connection with the university department of education.

15. The enlargement of the department of education in the State college of agriculture to meet the new demands made upon it under the Smith-Hughes Act.

16. The systematic inspection of the accredited denominational colleges and academies by the State department of public instruction.

17. The readjustment of certification privileges of the denominational schools on the following basis:

(a) That Huron College, the Dakota Wesleyan University, and Yankton College alone retain the acquired right to offer life diplomas

for the completion of the four-year college course; that these schools abandon the six-year courses now offered because of lack of adequate practice school facilities.

(b) That all the other colleges and academies now offering courses leading to State certificates and to first and second grade certificates improve their practice-school facilities and enlarge their professional libraries under the direction of the State department of public instruction in order to retain the certification privileges which they now hold.

18. The improvement of higher education in the State on the following basis:

The principles of major and service lines to be applied to higher education in the State as follows: Major lines of the State university to include liberal arts, law, medicine, pharmacy, commerce, music, art, and the training of school executives, school administrators, and secondary school teachers other than those of agricultural, home economics and industrial subjects. Major lines at the State college to include agriculture and its allied fields, home economics, engineering, mining, metallurgy, and the training of secondary school teachers and general supervisors in these subjects.

19. Graduate instruction in advance of the master's degree not to be offered at either institution until conditions warrant it.

20. Secondary instruction at the higher institutions to be discontinued. This to include the following:

(a) That offered by the preparatory departments at State college and school of mines.

(b) That offered by the department of music at the State university and the State college.

(c) That offered by the department of commerce at the State university and the State college.

(d) That offered by the school of agriculture at the State college except to students of mature years.

(e) That offered to special students except those who meet the regular entrance requirements or who are of mature age.

21. For the improvement of the University of South Dakota.

(a) The college of law to be organized on a basis of a four-year course.

(b) The extension work of the university to be more liberally supported and more definitely organized and its policies concerning standards more clearly defined.

(c) The department of education to be reorganized as a distinct school of education in charge of a dean and faculty of education to include a practice high school for supplying facilities for practice teaching.

22. For the improvement of the State college of agriculture and mechanic arts.

(a) The proportions of technical work required for the agricultural curriculum to be increased, especially in farm mechanics and agricultural engineering.

(b) Each agricultural department to include all technical experts in the subjects concerned, whether engaged in teaching, research, or extension. The practice of grouping science experts, such as soil chemists, dairy bacteriologists, etc., with the technical departments rather than with their respective science departments to be discontinued.

(c) The work in home economics at the State college to be reorganized as a distinct division.

(d) Better facilities in increased appropriations to be devoted to the library at the State college.

(e) The teacher training work at the State college to be expanded, as stated in a previous chapter.

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BUREAU OF EDUCATION

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TEACHING AMERICAN IDEALS THROUGH LITERATURE

BY

HENRY NEUMANN

Editor of Culture School, New York



WASHINGTON
GOVERNMENT PRINTING OFFICE
1918

BULLETIN OF THE BUREAU OF EDUCATION FOR 1918.

- No. 1. Monthly record of current educational publications, January, 1918.
- No. 2. Guide to United States Government publications. W. I. Swanton.
- No. 3. Agricultural instruction in the high schools of six eastern States. C. H. Lane.
- No. 4. Monthly record of current educational publications, February, 1918.
- No. 5. Work of the Bureau of Education for the natives of Alaska, 1916-17.
- No. 6. The curriculum of the woman's college. Mabel L. Robinson.
- No. 7. The bureau of extension of the University of North Carolina. Louis R. Wilson and Lester A. Williams.
- No. 8. Monthly record of current educational publications, March, 1918.
- No. 9. Union list of mathematical periodicals. David E. Smith.
- No. 10. Public-school classes for crippled children. Edith R. Solenberger.
- No. 11. A community center—what it is and how to organize it. Henry M. Jackson.
- No. 12. Monthly record of current educational publications, April, 1918.
- No. 13. The land grant of 1862 and the land-grant colleges. Benj. F. Andrews.
- No. 14. Monthly record of current educational publications, May, 1918.
- No. 15. Educational survey of Elyria, Ohio.
- No. 16. Facilidades Ofrecidas a Los Estudiantes Extranjeros.
- No. 17. History of public-school education in Arizona. Stephen B. Weeks.
- No. 18. Americanisation as a war measure.
- No. 19. Vocational guidance in secondary education. A report of the Commission on Secondary Education.
- No. 20. Monthly record of current educational publications, June, 1918.
- No. 21. Instruction in journalism in institutions of higher education. James M. Lee.
- No. 22. Monthly record of current educational publications—Index, February, 1917, to January, 1918.
- No. 23. State laws relating to education enacted in 1915, 1916, and 1917. William R. Hood.
- No. 24. Vocational guidance and the public schools. W. Carson Ryan, jr.
- No. 25. Industrial education in Wilmington, Del.
- No. 26. The national council of primary education.
- No. 27. Rural teacher preparation in State normal schools. Ernest Burnham.
- No. 28. The public schools of Columbia, S. C.
- No. 29. American agricultural colleges.
- No. 30. Resources and standards of colleges of arts and sciences.
- No. 31. The educational system of South Dakota.
- No. 32. Teaching American ideals through literature. Henry Neumann.
- No. 33. Monthly record of current educational publications, September, 1918.
- No. 34. Monthly record of current educational publications, October, 1918.
- No. 35. Cardinal principles of secondary education. A report of the Commission on Secondary Education.
- No. 36. Educational directory, 1918-19.
- No. 37. Clothing conservation for high-school girls. S. Deborah Haines.

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Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1371. Bloss, W. Escott. Grammar schools and the teaching of English subjects. *School guardian*, 43: 229-31, 251-54, August, September 1918.

I. The continental movement. II. The reform movement in England.

1372. Hart, Joseph Kinmont. Democracy in education; a social interpretation of the history of education. New York, The Century co., 1918. ix, 418 p. 12°.

"Bibliographical suggestions": p. 410-16.

1373. Lavis, Ernest. Louis Liard. *Revue internationale de l'enseignement*, 38: 81-99, March-April 1918.

Reprinted from *Revue de Paris*, February 1, 1918.

1374. Luther Halsey Gulick, 1865-1918. *Survey*, 40: 579-80, August 24, 1918.

A brief sketch of the life and work of Luther Halsey Gulick.

1375. Mead, Arthur Raymond. The development of free schools in the United States as illustrated by Connecticut and Michigan. New York city, Teachers college, Columbia university, 1918. 236 p. tables. 8". (Teachers college, Columbia university. Contributions to education, no. 91.)
1376. Wulf, Maurice de. The teaching of philosophy and the classification of the sciences in the thirteenth century. *Philosophical review*, 27: 356-73, July 1918.
By a professor of the University of Louvain. Translated from the French by Dr. Katherine E. Gilbert.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

1377. Bagley, W. C. Education and our democracy. *School and society*, 8: 241-45, August 31, 1918.
Read before the National education association, Pittsburgh, July 1, 1918, introducing the program of the N. E. A. Commission on emergency and readjustment.
1378. Blakely, Paul L. The hyphenated schools. *America*, 19: 461-62, August 17, 1918.
Condemns the proposal of the National education association to extend the powers of the Federal government in the matter of public schools. Says that it is a proposal to begin in this country a policy which contains in germ the Prussian system, and which will issue, as in Germany, in "dehumanized schools."
1379. Boas, Franz. The mental attitude of the educated classes. *Dial*, 65: 145-48, September 5, 1918.
The main contention of this article is that the desires of the masses are in a wider sense human than those of the classes. In all nations, the majority of the intellectuals are conventional—their thoughts are based on tradition, and the range of their vision is liable to be limited.
1380. Carr, W. L. The basis of education in a democracy. *School and society*, 8: 305-12, September 14, 1918.
Read at the National education association conference on the place of classical studies in war-modified education, held at the University of Pittsburgh, July 2 and 3, 1918.
Maintains that American education can not be based on physical science alone.
1381. Finegan, Thomas E. Training for national service. *School and society*, 8: 301-5, September 14, 1918.
Read before the National education association, Pittsburgh, July, 1918.
Writer says that the democracy that is to endure will not only train the minds and the hands of its future citizens; it will also look to the condition of their bodies.
1382. Norris, Charles G. Salt; or, The education of Griffith Adams. New York, E. P. Dutton and company [1918] ix, 378 p. 12".
Author says that the incidents upon which this story is based are founded upon fact—or less than fact. The book undertakes to transcribe the results of personal observations over a number of years and makes the principal character of the tale a well-known type of American youth.
1383. Schaeffer, Nathan C. The new program of the National education association. *Pennsylvania school journal*, 67: 47-50, August 1918.
An opportunity and a responsibility.
1384. Williams, L. A. and Johnston, J. H. A study of the Winston-Salem schools. [Winston-Salem, N. C.] Printed at the High school press, 1918. 93 p. 8".

FOREIGN COUNTRIES.

1385. **Albeggiani, Ferdinando.** Il nazionalismo e la scuola. *Rivista pedagogica*, 11: 206-19, March-April 1918.
1386. **India.** Bureau of education. The education of factory children in India. Calcutta, Superintendent government printing, India, 1918. 26 p. plates. 8°. (*Its Pamphlet no. 2*)
1387. **McClure, S. S.** Japanese have a passion for education. *National association of corporation schools bulletin*, 5: 398-405, September 1918.
A survey of the part education plays in the progress of Japan. The desire for knowledge is greater than the schools can supply. Speaks of the pathetic struggle to gain entrance to the limited number of colleges.
1388. **Ormond, Frances L.** National service in the non-English school. *School (Toronto)* 7: 32-34, September 1918.
The work of the school in the training of "new-Canadians."
1389. **Rignano, Eugenio.** The school of to-morrow. *Monist*, 28: 379-93, July 1918.
Author is editor of *Scientia*, Milan, Italy.
1390. **Roy, Basanta Koomar.** The new education in India. *Dial*, 65: 150-53, September 5, 1918.

EDUCATION AND THE WAR.

1391. **Bawden, William T.** Training the fighting mechanic. *Manual training magazine*, 20: 1-10, September 1918.
Shows how the Committee on education and special training of the War department is giving special technical courses to certain units of enlisted men as a part of their preparation for military duties.
1392. **The colleges and the war.** *Outlook*, 120: 48-50, September, 1918.
Government plan for keeping the colleges alive during the war; creation of the students' army training corps and other activities described.
1393. **Denbigh, John H.** Our schools during and after the war. *School*, 29: 503, August 15, 1918.
To be continued.
1394. **National education association.** Education and the present emergency. *Educational administration and supervision*, 4: 310-31, June 1918.
A symposium of "Education and the war" discussions at the Pittsburgh meeting of the National education association.
Contains: 1. G. D. Strayer: The present emergency in education, p. 310-12. 2. G. S. Hall: Some educational values of war, p. 312-16. 3. T. B. Kidner: Vocational re-education of disabled soldiers, p. 316-17. 4. R. H. Wilson: The war garden movement, p. 318-19. 5. C. A. Prosser: Vocational education under the Smith-Hughes act, p. 320-22. 6. David Snedden: Character education, p. 322-24. 7. W. S. Small: The state normal school and the problems of child health, p. 326-27. 8. W. S. Deffenbaugh: Recent growth in city school administration, p. 327-29. 9. G. D. Strayer: The emergency in secondary education, p. 329-31.
1395. **Powell, B. E.** The long arm of learning; how the "land-grant colleges" are backing Uncle Sam. *American review of reviews*, 58: 64-66, July 1918.
Shows what the expert scientists of the colleges have done to help the United States win the war.
1396. **Shotwell, J. T.** University war problems. *Columbia university quarterly*, 20: 225-34, July 1918.
An address at the General assembly of Columbia university on May 7, 1918. Considers the adjustment of Columbia university to the new era which the war has ushered in.

1397. Slichter, W. I. The war and technical education. Columbia university quarterly, 20: 281-86, July 1918.
1398. Swain, Joseph. The crisis in the schools. Nation, 107: 246-48, September 7, 1918.
Discusses "the threatened collapse of the teaching profession," owing to war conditions. A plea for better salaries and better living conditions for teachers.
1399. Van Hise, Charles E. The war work of the University of Wisconsin. American review of reviews, 58: 67-69, July 1918.
Describes the various war activities of the university in an illustrated article.
1400. Whiting, Isabel Kimball. Keeping school without fire. School and society, 8: 245-49, August 31, 1918.
Shows how the teachers and pupils might have been kept together during coal shortage last winter by planning trips to history museums, public libraries, etc., when it was necessary to close the schools.

EDUCATIONAL THEORY AND PRACTICE.

1401. Richmond, Kenneth. Education for liberty. London, W. Collins sons & co. ltd. [1918] 253 p. 12°.
Author defines education for liberty as education in fellowship, meaning by the latter a unity of spirit in a diversity of minds. This can be attained only by teaching that all knowledge is one. With no conception of the unity of knowledge there is no fellowship in knowledge, and no liberty in thought.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1402. Berliner, Anna. Aesthetic judgments of school children. Journal of applied psychology, 2: 229-42, September, 1918.
An endeavor to find how various groups of children would rank a series of picture cards according to the aesthetic value of the pictures. Experiment made in Hebrew orphan asylum, New York city.
1403. Norsworthy, Naomi, and Whitley, Mary Theodora. The psychology of childhood. New York. The Macmillan company, 1918. xix, 375 p. 8°.
(Brief course series in education, ed. by P. Monroe)
1404. Swift, Edgar James. Psychology and the day's work; a study in the application of psychology to daily life. New York, Charles Scribner's sons, 1918. 388 p. 8°.
CONTENTS.—1. Organisation for mental efficiency.—2. Thinking and acting.—3. Habit in preparation for efficiency.—4. The psychology of learning.—5. Fatigue and its psychology.—6. Curiosities of memory.—7. Memory and its improvement.—8. The psychology of testimony and rumor.—9. Our varying selves.—10. Psychology of digestion.
This book undertakes to interpret a few of the personal experiences of daily life. For this purpose, the writer has tried to select types of conduct, as well as phases and causes of behavior, that are fundamental to thinking and acting, whether in the life of social intercourse or in the business and professional world.

EDUCATIONAL TESTS AND MEASUREMENTS.

1405. Beeley, Arthur Lawton. An experimental study in left-handedness, with practical suggestions for schoolroom tests. Chicago, Ill., The University of Chicago press [1918] viii, 74 p. illus., tables. 8°. (Supplementary educational monographs pub. in conjunction with the School review and the Elementary school journal, vol. 11, no. 2, whole no. 8)

1406. **Brandenburg, George C.** Psychological aspects of language. *Journal of educational psychology*, 9: 313-32, June, 1918.
 "A contribution to the question of the relation of language to general intelligence. On the basis of an extensive vocabulary test given to more than 1,700 pupils in grades III to XII the author discusses the relation of vocabulary to school grades, to standing in various school subjects, and to general intelligence as determined by the Binet and other tests."
1407. **Connecticut school superintendents' association.** Committee on standard tests and measurements. Report. Hartford, Conn., State board of education [1918] 10 p. 8° (State board of education Connecticut bulletin 75. Series 1917-18)
 Committee: Ernest C. Witham, Carlon E. Wheeler.
1408. **Cornell, C. B.** A graduated scale for determining mental age. *Kentucky high school quarterly*, 4: 3-39, July, 1918.
 Bibliography: p. 37-39.
 Results of an attempt by the author to find a satisfactory scale for mental measurement to be used in the public schools.
1409. **Hubbard, O. S.** Some individual differences among the pupils of two fifth-grade classes. *Educational administration and supervision*, 4: 245-60, May, 1918.
 Results of some tests given in the schools of Alameda, California.
1410. **McCall, W. A. and Johnson, Abigail E.** A comparison of open-air with indoor classes. *Teachers college record*, 19: 352-68, September, 1918.
 In conclusion says that the open-air groups combined made greater progress in the tested functions than did the indoor groups.
1411. **Monroe, Walter S.** Monroe's standardized silent reading tests. *Journal of educational psychology*, 9: 303-12, June, 1918.
 "The Kansas silent reading tests have been criticised because many of the tests resembled arithmetical puzzles rather than ordinary reading material. Dr. Monroe has revised the tests, using material from school readers; has standardized them on a large number of pupils, and has selected samples whose comprehension values are fairly uniform."
1412. **Murdock, Katherine.** Rate of improvement of the feeble-minded as shown by standardized educational tests. *Journal of applied psychology*, 2: 243-49, September, 1918.
 An attempt "to compare the rate of progress made by feeble-minded children, with that of normal children, of the same mental age in elementary subjects."
1413. **Otis, Arthur S.** An absolute point scale for the group measurements of intelligence. Part I-II. *Journal of educational psychology*, 9: 239-61, 333-48, May, June, 1918.
1414. **Pintner, Rudolf.** The measurement of progress in language ability. *Journal of educational psychology*, 9: 270-77, May, 1918.
1415. **Pressey, S. L. and Pressey, L. W.** A group point scale for measuring general intelligence, with the first results from 1,100 school children. *Journal of applied psychology*, 2: 250-69, September, 1918.
 Describes origin and plan of the scale; the tests; and validation of the scale. Study of Indian school children.
1416. **[Prout, F. J.]** Handwriting measurements, standards and methods. Report and results of Chillicothe, Ohio, surveys in writing. [Columbus, O., Zaner & Bloser, 1917?] 16 p. diags. 8°.

SPECIAL METHODS OF INSTRUCTION.

1417. **Kilpatrick, William H.** The project method. *Teachers college record*, 19: 819-85, September, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

1418. Alexander, Hartley B. "Enemy language." *Midwest quarterly*, 5: 95-109, January, 1918.
A judicial discussion of the German language question in our schools.
1419. Blanchard, Milton E. The need to define anew the values of Latin. *School and society*, 8: 215-20, August 24, 1918.
Read before the Classical association of the Pacific states meeting with the National education association at Portland, Oregon, July 11, 1917.
1420. Chamberlain, James F. Essentials in geography. *School and society*, 8: 220-25, August 24, 1918.
The purpose of the study of geography, its content and limitations.
1421. Gathany, J. Madison. Tying history to life. *Outlook*, 120: 58-64, September 11, 1918.
Motivation in the study of history. Lays emphasis on the study of current history.
1422. Palmer, Gladys F. Outline study of a short course in domestic science. *Education*, 39: 22-35, September, 1918.
Course given by teachers of domestic science in the High school of commerce, Springfield, Mass., last year.
1423. Perrotin, Léo. L'éducation littéraire d'après Stendhal. *Revue universitaire*, 27: 36-47, June, 1918.
Discusses the educational views expressed in the correspondence of Stendhal, in which he recommended the study of the French classics to his sister and others.
1424. Progressive requirements in American history for junior and senior high schools. *School review*, 26: 473-89, September, 1918.
Report of a committee to the Department of history and other social studies of Academies and high schools in relation with the University of Chicago, May 10, 1918. R. M. Tryon, chairman.
The following topics are treated: 1. General organization of the field of American history for teaching purposes; 2. Maps to make; 3. Dates—events to know and remember; 4. Personages to know and identify; 5. Topics with which students should be familiar on completing the course; 6. General method of procedure.
1425. Sarton, George. The teaching of the history of science. *Scientific monthly*, 7: 193-211, September, 1918.
Discussed under the following headings: Teaching of historical facts, Teaching of scientific facts, Equipment, Typical program, etc.
1426. Silverman, Alexander. A survey of high-school chemistry in Pennsylvania. *Science*, n. s. 48: 179-82, August 23, 1918.
Results of a questionnaire sent out for the purpose of establishing a relationship between high-school and college chemistry.
1427. Southard, E. E. Mental hygiene and social work: notes on a course in social psychiatry for social workers. *Mental hygiene*, 2: 388-406, July, 1918.
A plea for the study of mental hygiene, and the training of experts. Gives brief suggestions as to the desirable content of courses for psychiatric social workers of value in war time and after.
1428. Thoughts of a teacher of German. *Atlantic monthly*, 122: 372-76, September, 1918.
The writer, a college professor of German, built up his department so that it became the strongest in the institution. He loved the subject for its own sake. The article narrates how the present changed conditions in German teaching came about. German as a favorite study, as a foster tongue to be affectionately cultivated, is now no more.

1429. **Tupper, Frederick.** The awful German language. *Nation*, 107: 248-50, September 7, 1918.

A plea for the study of German language. Quotes opinions expressed in publications of the Federal Bureau of education, etc.

KINDERGARTEN AND PRIMARY SCHOOL.

1430. **Neumann, Henry.** What can the kindergarten do for democracy? *Kindergarten and first grade*, 3: 269-73, September, 1918.
Address given before the International kindergarten union, Chicago, Ill.
1431. **Zanzi, Carlo.** Le case dei Bambini della Montessori. *Rivista pedagogica*, 11: 157-82, March-April, 1918.
Concluded from preceding issue.

RURAL EDUCATION.

1432. **Burkholder, A. C.** The rural schools of Hays County, Texas. [San Marcos, Texas, Southwest Texas state normal college] 1918. 35 p. illus., diagrs. 8°. (*On cover*: The normal school bulletin, vol. 7, no. 2, February, 1918.)
1433. **Galpin, Charles Josiah.** Rural life. New York, The Century co., 1918. xvii, 386 p. illus. 8°.
CONTENTS.—1. Physical influences.—2. Psychology of farm life.—3. The social problem.—4. Structure of rural society.—5. Social rôle of the housewife.—6. Social rôle of the child.—7.—Rural relations of high schools.—8. Rural social centers.—9. Country clubs.—10. Country fêtes.—11. Farmers' churches.—12. Timely surveys.—13. Legislation.—14. Study problems.
1434. **Sargent, C. G.** Rural school improvement in Colorado. Fort Collins, Colo., Colorado agricultural college [1918] 62 p. illus. 8°. (*On cover*: Colorado agricultural college bulletin, series XVII, no. 9, July, 1918)

SECONDARY EDUCATION.

1435. **Brelet, Henri.** L'enseignement secondaire—ce qu'il doit être. II-III. Plan d'études de l'enseignement secondaire. *Revue internationale de Penseignement*, 38: 189-215, 271-84, May-June, July-August 1918.
First article in the series appeared in the *Revue internationale* for September-October 1917.
1436. **Dahl, John L.** Raising the standards of scholarship in our secondary schools. *Journal of education*, 88: 202-3, September 5, 1918.
1437. **Hillegas, Milo B.** The organization of junior high schools in small communities. *Teachers college, record*, 19: 336-44, September 1918.
Shows how the junior high school meets the demands of the smaller communities of Vermont.
1438. **Smith, Lewis Wilbur.** Illinois high schools; their organization, maintenance, administration, and instruction with particular reference to the township high school. Issued by Francis G. Blair, superintendent of public instruction. [Springfield, Ill., Illinois state journal co., state printers, 1917] 291 p. front (port) tables, diagrs. 8°.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1439. **Boston.** School committee. A plan for the promotion of teachers from merit lists. March 1918. Boston, Printing department, 1918. 63 p. diagrs., tables. 8°. (School document no. 2, 1918. Bulletin no. xiv of the Department of educational investigation and measurement)

1440. **Gaullery, Maurice.** Les professeurs dans les universités américaines. *Revue internationale de l'enseignement*, 38: 124-34, March-April 1918.
A chapter from the author's recent book entitled *Les universités et la vie scientifique aux États-Unis*. The article deals with the status, salaries, etc., of American college professors.
1441. **Fairfax, John.** College teachers' salaries. *Education*, 39: 36-45, September 1918.
Statistics based on Bureau of education bulletins and data compiled by teachers in different states, etc., comparing salaries paid to college teachers with wages received by skilled artisans. A plea for better salaries.
1442. **Landsittel, F. C.** A score card method of teacher-rating. *Educational administration and supervision*, 4: 297-309, June 1918.
Bibliography: p. 309.
1443. **National education association.** Dept. of normal schools. Committee on resolutions and restatement of the declaration of principles. A conscious program for the normal schools and teachers' colleges of America. Report . . . adopted unanimously at Pittsburgh July 3, 1918. [Greeley, Colo., 1918] 16 [1] p. 8°. (On cover: Colorado state teachers bulletin, series xviii, no. 3, June 1918)
Committee: George S. Dick, Charles B. McKenny, J. G. Crabbe.
1444. **Elder, Linda.** The emancipation of the woman teacher. *Education*, 39: 46-54, September 1918.
1445. **Somers, Arthur S.** The teachers' call to wider service. *School*, 29: 492-93, August 8, 1918.
Address to the graduating class of the Brooklyn training school.
1446. **Wilkinson, William A.** Functions and organization of practice teaching in state normal schools. *Educational administration and supervision*, 4: 289-96, June, 1918.
"An attempt to point out the part that practice teaching should play and to outline a method of conducting it to the end that it may be most serviceable as a teacher-training agency."
1447. **Young, Stark.** The return of the teacher. *Nation*, 107: 251-53, September 7, 1918.
Says that the great teacher is one who sets free the particular genius of each spirit that works with him.

HIGHER EDUCATION.

1448. **Archer, R. L.** The passman; how are our universities to train citizens? London, A. & C. Black, Ltd., 1918. xiv, 187 p. 12°.
This book urges that the British universities forthwith assume the task of training leaders of men well fitted in mind and heart to take the conduct of the social reorganization which is to follow the war. Methods of training are discussed.
1449. **Bumpus, Herman C.** Broadening without lowering college entrance requirements. *Journal of education*, 88: 172-74, August 29, 1918.
1450. **Quinn, Arthur Hobson.** College and business efficiency. *Scribner's magazine*, 64: 291-94, September 1918.
By the dean of the college, University of Pennsylvania. Compares the college with business, and asserts that the college is more efficient than business even when judged by the standard of the latter. In the supreme test the American college has proven for all time its efficiency as the producer of men.
1451. **Rey, Abel.** Les relations universitaires franco-suissees. *Revue internationale de l'enseignement*, 38: 19-31, January-February 1918.

SCHOOL ADMINISTRATION.

1452. **Byrne, Lee.** An analysis of the cost of education in Mobile. Educational exchange, 33: 8-16, September; 10-19, October, 1918.

A detailed analysis of the cost of public education in Mobile, Alabama. The system of classification of expenditures and the standards of support for different activities in one of the larger cities of Alabama.

1453. **Charters, W. W.** The administration of methods of teaching. Educational administration and supervision, 4: 237-44, May, 1918.

The collection and dissemination of specific devices in teaching for aiding teachers in overcoming their difficulties.

1454. **Hunter, Fred M.** The superintendent as a leader in interpreting the curriculum. Educational administration and supervision, 4: 271-80, May, 1918.

Read at the Atlantic City meeting, February 28, 1918, of the Department of Superintendence, National education association.

Speaks of the need of intelligent leadership of public opinion. Says that the superintendent should interpret the curriculum to the teachers and members of his force and that the marked changes developing in the present school system should be fostered by an intelligently educated public sentiment.

1455. **Knight, F. B.** Studies in supervision. American school board journal, 57: 33-34, September, 1918.

Intensive supervision of spelling instruction.

1456. **Krebs, Henry C.** Helping teachers a new institution. Journal of education, 88: 237, 242, September 12, 1918.

The measure adopted by the State department of education of New Jersey providing for helping teachers in every county having unsupervised teachers.

1457. **Rossman, John G.** The best school in the state. Arkansas teacher, 6: 8-11, September, 1918.

The necessity for uniform records and reports in order that the efficiency of school systems may be determined.

1458. **Sheldon, E. E.** Educational efficiency. Industrial-arts magazine, 7: 214-18, June, 1918.

Claims that in industry, definite ideals, reliable, immediate and accurate records, and standards of time, instruction, conditions and operation, with suitable rewards for high efficiency are some of the principles that are producing satisfactory results. Thinks that these principles of efficiency, if applied to some of the educational problems, would produce marked changes in the quality and quantity of the work.

1459. **Storer, James.** Uniformity in school accounting. American school board journal, 57: 31-32, September, 1918.

Presented at the meeting of the Department of school administration, National education association, Pittsburgh, Pa., July 3, 1918.

1460. **Talbert, Wilford E.** Should school expenditures be limited? American school board journal, 57: 23-25, 74, September, 1918.

Discusses some limits proposed for regulating school expenditures and some ideal limits.

1461. **Thomas, R. H.** Fire insurance. American school board journal, 57: 35-37, September, 1918.

Address delivered before the Association of school accounting officers, Rochester, May 16, 1918.

Advocates, instead of fire insurance, that school authorities provide fire prevention apparatus, select fire resisting materials for building construction, establish by taxation or otherwise an instantly available interest-bearing fund sufficient in amount to really indemnify, and thereafter carry their own school risks.

SCHOOL MANAGEMENT.

1462. **Harris, G. L.** Supervised study in the University of Chicago high school. School review, 26: 490-510, September, 1918.
Methods of supervision described; study-class coordination; class attendance, etc. Work in mathematics emphasized.
Paper read before the mathematics' section of the 1918 Conference of secondary schools affiliated with the University of Chicago.
1463. **Waits, H. E.** Saving time for instruction. School news and practical educator, 32: 2-3, September, 1918.
Making the school a good machine by saving time in the mechanical operations that are necessary in school work.

SCHOOL HYGIENE AND SANITATION.

1464. **Broadhurst, Jean.** Home and community hygiene; a text-book of personal and public health. Philadelphia and London, J. B. Lippincott company [1918] xiii, 428 p. illus. 8°. (Lippincott's home manuals, ed. by B. R. Andrews)
A book intended specially for the student of household administration, and the student of nursing, but which appeals also to the general reader. Among the chapter headings are the following: Schools, p. 255-72; Mental hygiene, p. 320-27; Health education, p. 368-74.

PHYSICAL TRAINING.

1465. **Briggs, Le Baron B.** Intercollegiate athletics and the war. Atlantic monthly, 122: 303-9, September, 1918.
Says that in the present crisis intercollegiate athletics, like America, will stand or fall according as they choose between luxury and simplicity, trickery and integrity, the senses and the spirit.
1466. **Hilderbrant, Edith L.** The educative value of physical education. Education, 39: 1-10, September, 1918.
1467. **Pagliani, Luigi.** Urgenti riforme nell' insegnamento dell' educazione fisica nelle scuole magistrali. Nuova antologia, 195: 279-87, June 1, 1918.
1468. **Small, W. S.** Physical education in the high school in the present emergency. School and society, 8: 282-85, September 7, 1918.
Address before the Department of secondary education, National education association, July 2, 1918.
Gives a program for physical education in the high schools.
1469. **Y. M. C. A.** Physical directors' society. [Conference held Springfield, Mass., June, 1918.] Physical training, 15: 337-466, June, 1918.
Contains: 1. M. I. Foss: The physical directorship as a life calling, p. 405-17. 2. J. F. Enberg: Physical training in Denmark, p. 421-29. 3. T. A. Storey: State legislation for physical training, p. 430-46. 4. W. S. Small: Federal legislation for physical training, p. 447-52.

SOCIAL ASPECTS OF EDUCATION.

1470. **Leo, Brother.** The outside-of-school environment. Catholic school journal, 18: 155-56, September, 1918.
Deals particularly with the effect of environment on the English of school children.
1471. **Robb, Samuel J.** Education. Give him a chance. America, 19: 535-36, September 7, 1918.
Blames parents for the present-day lack of appreciation of mental training. Condemns the practice of leaving the choice of remaining in school to the immature judgment of a youth of fourteen.

- 1472. Toops, Herbert A., and Pintner, Rudolf.** Variability of the education of unemployed men. *Journal of applied psychology*, 2: 207-18, September, 1918.

Shows that education, wages, and industrial success depend in a large degree upon intellectual ability of the man.

CHILD WELFARE.

- 1478. American association for the study and prevention of infant mortality.** Transactions of the eighth annual meeting, Richmond, October 15-17, 1917. Baltimore, Press of Franklin printing company, 1918. 4 pts. 8°. (Gertrude B. Knipp, secretary, 1211 Cathedral St., Baltimore, Md.)

Contains: Pt. II.—1. Alice Ravenhill: The education of college and university women for giving instruction in the care of infants, children, and mothers, p. 163-70. 2. Mary H. Mayer: Extension courses in public schools for adult women in the care and feeding of children, p. 171-74; Discussion, p. 174-81.

MORAL AND RELIGIOUS EDUCATION.

- 1474. Community schools for the training of religious leaders.** Bulletin issued at Boston by Joint committee of Massachusetts council of religious education and Committee on education of the Massachusetts Sunday school association. August, 1918. 20 p. 8°.

Joint committee's educational director: George A. Goodridge, 72 Mt. Vernon Street, Boston, Mass.

- 1475. Engleman, J. O.** Moral education in school and home. Chicago, New York [etc.] B. H. Sanborn & co., 1918. xiv, 314 p. 12°.

MANUAL AND VOCATIONAL TRAINING.

- 1476. Bryan, William Lowe.** The trap. *Michigan alumnus*, 24: 588-93, August, 1918.

Address made at the commencement exercises of the University of Michigan.

Speaks of the danger of vocational education leading a boy into an occupational trap. A defense for the study of the liberal arts that we may be kept young and plastic and able to escape the traps that lie in wait for us.

- 1477. Buchanan, J. Y.** Drawing and manual training in Punjab schools. Calcutta, Superintendent printing, India, 1918. 24 p. plates, diagra. 8°. (India. Bureau of education. Pamphlet no. 1.)

- 1478. Massey, Robert.** Pre-vocational education. *School (Toronto)* 7: 43-48, September, 1918.

An account of the work of the Victoria pre-vocational school of Calgary, Canada, by its principal.

- 1479. Munroe, James Phinney.** Readjustment of the school from the viewpoint of the manufacturer. *Journal of education*, 88: 199-201, September 5, 1918.

Address at the Pittsburgh meeting of the National education association.

What the manufacturers are going to demand of the schools and methods of cooperation between schools and industry.

- 1480. Prosser, C. A.** War work in vocational education. *Annals of the American academy of political and social science*, 79: 263-70, September, 1918.

Describes projected activities of the Federal board for vocational education.

- 1481. Snedden, David.** The birth and childhood of vocational education with a forecast of its development during adolescence. *Educational administration and supervision*, 4: 261-70, May, 1918.

Address before the Department of rural and agricultural education of the National education association, Pittsburgh, July 4, 1918.

VOCATIONAL GUIDANCE.

1482. Towne, Harriet E. Some phases of vocational guidance work in the Lincoln public schools. *Nebraska teachers*, 21: 27-31, September, 1918.
Speaks particularly of the Junior civic league activities.

AGRICULTURAL EDUCATION.

1483. Houston, David F. The American system of agricultural education and research and its rôle in helping to win the war. *Science*, n. s., 48: 260-62, September 13, 1918.
Reprinted from Weekly news letter, Department of agriculture.

PROFESSIONAL EDUCATION.

1484. Conference of theological schools. Harvard university, August 13-16, 1918. [Proceedings] Harvard conference a milestone in Christian unity. *Christian register* (Boston) 97: 801-9, August 22, 1918.
This conference considered the problems of religion arising out of the war, especially the provision of an adequate supply of trained men for the ministry.
1485. Howe, Eugene C. Professional instruction in public health in the United States and Canada. *American journal of public health*, 8: 600-607, August, 1918.
Gives admission requirements, length of course, curriculum, etc., of special professional schools of public health.
1486. Talbot, Eugene S. Conservation of time in teaching dental students. *Dental cosmos*, 60: 772-74, September, 1918.
Proposes that dental schools follow the example of medical schools by adopting a 3 or 2 term yearly course, thereby curtailing the time of the students. Says that by this method a year and perhaps more time could be saved.
1487. The Vassar nursing-preparatory course: a new experiment in nursing education. *American journal of nursing*, 18: 1155-59, September, 1918.
An account of the nursing battalion of 430 graduates from 115 American colleges, gathered for professional training at Vassar college in 1918.

CIVIC EDUCATION.

1488. Ellerbe, Paul L. Education for citizenship. *Outlook*, 120: 64-65, September 11, 1918.
1489. Judd, Charles H. The teaching of civics. *School review*, 28: 511-32, September, 1918.
Address before the High-school conference of the University of Chicago, April 9, 1918.
Says that "civics and school work should be connected, not incidentally and at a few points, but fundamentally and throughout the school curriculum."
1490. A new educational venture. *Nation*, 107: 264-67, September 7, 1918.
An account of a novel type of school, for men and women, designed to collect and disseminate information about political, social and industrial conditions bearing on social and economic readjustment. Comments by Jacques Loeb, Ernst Freund, Carl Becker, Alexander Melkiejohn, and E. M. Friedman.
1491. Oursler, Charles F. What father teaches. *American motherhood*, 47: 156-59, September, 1918.
What fathers should teach their boys and girls about politics.
1492. Prosser, C. A. Training for citizenship through service. *School and society*, 8: 271-82, September 7, 1918.
Address before the Conference of state executives and directors of vocational education, Washington, July 13, 1918.
Concludes with a few suggestions regarding the scope of a plan of universal service for national well-being and security.

- 1493. Thomas, Calvin.** Making the melting-pot melt. Columbia university quarterly, 20: 214-24, July, 1918.
The training in patriotism at school and the Americanisation of the adult immigrant.
- 1494. Turkington, Grace A.** My country; a textbook in civics and patriotism for young Americans. Boston, New York [etc.] Ginn and company [1918] 394 p. illus. 12°.

AMERICANIZATION OF IMMIGRANTS.

- 1495. Krysto, Christina.** Bringing the world to our foreign-language soldiers. National geographic magazine, 34: 82-90, August, 1918. illus.
How a military training camp is solving a seemingly unsurmountable problem by using the Geographic.
The education of foreign-language soldiers at Camp Kearny, California.
- 1496. Paull, Charles H.** Americanization; a discussion of present conditions with recommendations for the teaching of non-Americans. [Syracuse, N. Y., The Solvay process co. printing department] 1918. 37 p. 12°.
This report of a survey undertaken for the Solvay process company of Syracuse in 1917 aims to show (1) existing conditions, not only within the industry but in connection with all other agencies in Americanisation work, (2) to show the relative merits of aims and methods at present in use; (3) to deduce certain fundamentals of education for non-Americans which will be of particular value in Solvay.

REEDUCATION OF WAR INVALIDS.

- 1497. American journal of care for cripples, vol. 6, no. 1, March, 1918.**
Contains: 1. H. E. Mock: Human conservation and reclamation, p. 5-10. 2. D. C. McMurtrie: The Red cross institute for crippled and disabled men; an American school of reeducation, p. 17-26. 3. J. P. Munroe: The war's crippled; how they may be made assets both to themselves and to society, p. 27-32. 4. The care and training of blinded soldiers and sailors; the work of St. Dunstan's hostel, Regent's Park, London, England, p. 41-46. 5. J. C. Faries: The development in England of a state system for the care of the disabled soldier, p. 99-114. 6. J. C. Faries: Training in English technical schools for disabled soldiers, p. 115-24. 7. Gustave Hirschfeld: Tourvielle; a trade school for war cripples, p. 125-35. 8. J. Bréull: The vocational school for disabled soldiers at Rouen, France, p. 136-44. 9. D. C. McMurtrie: A bibliography of the war cripple, p. 158-96.
- 1498. Blake, Clarence J.** Speech-reading for the war deaf. Volta review, 20: 557-60, September, 1918.
Rehabilitation of deaf soldiers.
- 1499. Canada. Parliament. House of commons.** Special committee on returned soldiers. Returned soldiers; proceedings of the special committee appointed to consider, inquire into and report upon the reception, treatment, care, training, and reeducation of the wounded, disabled and convalescent who have served in the Canadian expeditionary forces, and the provision of employment for those who have been honourably discharged, and the training and reeducation of those so discharged who are unable to engage in their former occupation. Comprising the evidence taken and statements submitted in connection therewith, February 7th to July 17th, 1917. Ottawa, J. de L. Taché, 1917. xxxviii, 1262 p. plates, fold. form. 4°.
Includes the reports and proceedings of a committee composed of nine members of the House of commons and called the Special committee of the House of commons on returned soldiers.
Sir Herbert Ames, chairman.

1500. Goodnow, Minnie. The nurse's part in the soldier's reeducation. Trained nurse and hospital review, 61: 138-42, September, 1918.
1501. Greener, George C. Some aspects of rehabilitation work for disabled soldiers. Industrial-arts magazine, 7: 325-30, September, 1918. illus.
1502. Harper, Grace S. Vocational reeducation for war cripples in France. New York city, The Red cross institute for crippled and disabled men, 1918. 98 p. plates. 8°. (Publications of the Red cross institute for crippled and disabled men, ed. by D. C. McMurtrie. Series 2, no. 1)
1503. Harris, Garrard. Gardening for reeducating disabled soldiers. Garden magazine, 28: 45-46, September, 1918. illus.
Curative value of the work amply demonstrated in European hospitals and reconstruction centers—plans comprehensive developing for over here.
1504. Lakeman, Curtis E. The after-care of our disabled soldiers and sailors. Annals of the American academy of political and social science, 79: 114-29, September, 1918.
1505. Making the maimed whole. What our wounded soldiers can learn from disabled men who have been educated for efficiency. Outlook, 120: 54-57, September, 1918.
A symposium on the rehabilitation of wounded soldiers.
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- 1521. Lessons in community and national life. Series B,** for the first class of the high school and the upper grades of the elementary school. Washington, 1918. 264 p.
- 1522. Lessons in community and national life. Series C,** for the intermediate grades of the elementary school. Washington, 1918. 264 p.
- 1523. Liberty day,** October 12, 1918. Suggestions for community celebrations, by Henry E. Jackson and Clara L. Van Slyck. Washington, 1918. 31 p.
- 1524. Science teaching in secondary schools in the war emergency.** Washington, 1918. 19 p. (Secondary school circular no. 3, September, 1918.)
- 1525. Suggestions for a program for fire prevention day.** Prepared for the Bureau of Education by the national board of fire underwriters. Designed for use in schoolrooms upon Friday, November 1, 1918. 12 p. (Teachers' leaflet no. 6, October, 1918.)

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1918, No. 35

CARDINAL PRINCIPLES OF SECONDARY EDUCATION

A REPORT OF THE COMMISSION ON
THE REORGANIZATION OF SECOND-
ARY EDUCATION, APPOINTED BY THE
NATIONAL EDUCATION ASSOCIATION



This publication, *Cardinal Principles of Secondary Education*, was first printed in 1918 by the Bureau of Education, the forerunner of the present Office of Education, which was then in the U.S. Department of the Interior. It is being reprinted by the Office of Education, now in the U.S. Department of Health, Education, and Welfare. Since 1918, more than 140,000 copies of the publication have been sold by the Superintendent of Documents, Government Printing Office.

The document has both historical and contemporary significance. Historically, it encouraged the shift among educators of the concept of the secondary school from that of a specialized academic high school to that of a comprehensive secondary institution for all youth of a community; it became the charter by which that comprehensive high school has been developed—a new secondary school appropriate to the nature and needs of our American democracy; and it provided the framework for the vast expansion of secondary education in the United States which has taken place over the more than four decades since it was first published.

The reprinting of this pamphlet at this time should provide a helpful prologue to the contemporary educational discussion which frequently concerns the pattern of American secondary education. If new directions and new emphases in American education are to be determined it would be well to preface those determinations with a consideration of the guidelines which aided in the development of the present educational structure.

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PREFACE

The Commission on the Reorganization of Secondary Education presents herewith the cardinal principles which, in the judgment of its reviewing committee, should guide the reorganization and development of secondary education in the United States.

The commission was the direct outgrowth of the work of the committee on the articulation of high school and college, which submitted its report to the National Education Association in 1911. That committee set forth briefly its conception of the field and function of secondary education and urged the modification of college entrance requirements in order that the secondary school might adapt its work to the varying needs of its pupils without closing to them the possibility of continued education in higher institutions. It took the position that the satisfactory completion of any well-planned high-school curriculum should be accepted as a preparation for college. This recommendation accentuated the responsibility of the secondary school for planning its work so that young people may meet the needs of democracy.

Through 16 of its committees the commission is issuing reports dealing with the organization and administration of secondary schools, and with the aims, methods, and content of the various studies. To assist these committees through constructive criticism, a reviewing committee was organized in 1913. Besides conducting continuous correspondence, that committee has each year held one or two meetings of from one to six days' duration, at which reports of the various committees were discussed from many points of view, and as a result some of the reports have been revised and rewritten several times. In addition to its task of criticizing reports, it seemed desirable that the reviewing committee itself should outline in a single brief report those fundamental principles that would be most helpful in directing secondary education. In its desire to determine the principles that are most significant and to set them forth adequately, the reviewing committee has been three years in formulating and revising the report which is presented in this bulletin.

The reports already issued by seven committees and listed on the last page of this bulletin are, for the most part, in fundamental agreement with the principles herein set forth.

The translation of these cardinal principles into daily practice will of necessity call for continued study and experiment on the part of the administrative officers and teachers in secondary schools.

CLARENCE D. KINGSLEY,
Chairman of the Commission.

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(The Reviewing Committee consists of 26 members, of whom 16 are chairmen of committees and 10 are members at large)

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¹ Deceased, Sept.

CARDINAL PRINCIPLES OF SECONDARY EDUCATION

I. THE NEED FOR REORGANIZATION

Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available. These factors are by no means static. Society is always in process of development; the character of the secondary-school population undergoes modification; and the sciences on which educational theory and practice depend constantly furnish new information. Secondary education, however, like any other established agency of society, is conservative and tends to resist modification. Failure to make adjustments when the need arises leads to the necessity for extensive reorganization at irregular intervals. The evidence is strong that such a comprehensive reorganization of secondary education is imperative at the present time.

1. *Changes in society.*—Within the past few decades changes have taken place in American life profoundly affecting the activities of the individual. As a citizen, he must to a greater extent and in a more direct way cope with problems of community life, State and National Governments, and international relationships. As a worker, he must adjust himself to a more complex economic order. As a relatively independent personality, he has more leisure. The problems arising from these three dominant phases of life are closely interrelated and call for a degree of intelligence and efficiency on the part of every citizen that can not be secured through elementary education alone, or even through secondary education unless the scope of that education is broadened.

The responsibility of the secondary school is still further increased because many social agencies other than the school afford less stimulus for education than heretofore. In many vocations there have come such significant changes as the substitution of the factory system for the domestic system of industry; the use of machinery in place of manual labor; the high specialization of processes with a corresponding subdivision of labor; and the breakdown of the apprentice system. In connection with home and family life have frequently come lessened responsibility on the part of the children; the withdrawal of the father and sometimes the mother from home occupations to the factory or store; and increased urbanization, result-

ing in less unified family life. Similarly, many important changes have taken place in community life, in the church, in the State, and in other institutions. These changes in American life call for extensive modifications in secondary education.

2. *Changes in the secondary-school population.*—In the past 25 years there have been marked changes in the secondary-school population of the United States. The number of pupils has increased, according to Federal returns, from one for every 210 of the total population in 1889–90, to one for every 121 in 1899–1900, to one for every 89 in 1909–10, and to one for every 73 of the estimated total population in 1914–15. The character of the secondary-school population has been modified by the entrance of large numbers of pupils of widely varying capacities, aptitudes, social heredity, and destinies in life. Further, the broadening of the scope of secondary education has brought to the school many pupils who do not complete the full course but leave at various stages of advancement. The needs of these pupils can not be neglected, nor can we expect in the near future that all pupils will be able to complete the secondary school as full-time students.

At present only about one-third of the pupils who enter the first year of the elementary school reach the four-year high school, and only about one in nine is graduated. Of those who enter the seventh school year, only one-half to two-thirds reach the first year of the four-year high school. Of those who enter the four-year high school about one-third leave before the beginning of the second year, about one-half are gone before the beginning of the third year, and fewer than one-third are graduated. These facts can no longer be safely ignored.

3. *Changes in educational theory.*—The sciences on which educational theory depends have within recent years made significant contributions. In particular, educational psychology emphasizes the following factors:

(a) *Individual differences in capacities and aptitudes among secondary-school pupils.*—Already recognized to some extent, this factor merits fuller attention.

(b) *The reexamination and reinterpretation of subject values and the teaching methods with reference to "general discipline."*—While the final verdict of modern psychology has not as yet been rendered, it is clear that former conceptions of "general values" must be thoroughly revised.

(c) *Importance of applying knowledge.*—Subject values and teaching methods must be tested in terms of the laws of learning and the application of knowledge to the activities of life, rather than primarily in terms of the demands of any subject as a logically organized science.

(d) *Continuity in the development of children.*—It has long been held that psychological changes at certain stages are so pronounced as to overshadow the continuity of development. On this basis secondary education has been sharply separated from elementary education. Modern psychology, however, goes to show that the development of the individual is in most respects a continuous process and that, therefore, any sudden or abrupt break between the elementary and the secondary school or between any two successive stages of education is undesirable.

The foregoing changes in society, in the character of the secondary-school population, and in educational theory, together with many other considerations, call for extensive modifications of secondary education. Such modifications have already begun in part. The present need is for the formulation of a comprehensive program of reorganization, and its adoption, with suitable adjustments, in all the secondary schools of the Nation. Hence it is appropriate for a representative body like the National Education Association to outline such a program. This is the task entrusted by that association to the Commission on the Reorganization of Secondary Education.

II. THE GOAL OF EDUCATION IN A DEMOCRACY

Education in the United States should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Democracy sanctions neither the exploitation of the individual by society, nor the disregard of the interests of society by the individual. More explicitly—

The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole.

This ideal demands that human activities be placed upon a high level of efficiency; that to this efficiency be added an appreciation of the significance of these activities and loyalty to the best ideals involved; and that the individual choose that vocation and those forms of social service in which his personality may develop and become most effective. For the achievement of these ends democracy must place chief reliance upon education.

Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.

III. THE MAIN OBJECTIVES OF EDUCATION

In order to determine the main objectives that should guide education in a democracy it is necessary to analyze the activities of the individual. Normally he is a member of a family, of a vocational

group, and of various civic groups, and by virtue of these relationships he is called upon to engage in activities that enrich the family life, to render important vocational services to his fellows, and to promote the common welfare. It follows, therefore, that worthy home-membership, vocation, and citizenship, demand attention as three of the leading objectives.

Aside from the immediate discharge of these specific duties, every individual should have a margin of time for the cultivation of personal and social interests. This leisure, if worthily used, will recreate his powers and enlarge and enrich life, thereby making him better able to meet his responsibilities. The unworthy use of leisure impairs health, disrupts home life, lessens vocational efficiency, and destroys civic-mindedness. The tendency in industrial life, aided by legislation, is to decrease the working hours of large groups of people. While shortened hours tend to lessen the harmful reactions that arise from prolonged strain, they increase, if possible, the importance of preparation for leisure. In view of these considerations, education for the worthy use of leisure is of increasing importance as an objective.

To discharge the duties of life and to benefit from leisure, one must have good health. The health of the individual is essential also to the vitality of the race and to the defense of the Nation. Health education is, therefore, fundamental.

There are various processes, such as reading, writing, arithmetical computations, and oral and written expression, that are needed as tools in the affairs of life. Consequently, command of these fundamental processes, while not an end in itself, is nevertheless an indispensable objective.

And, finally, the realization of the objectives already named is dependent upon ethical character, that is, upon conduct founded upon right principles, clearly perceived and loyally adhered to. Good citizenship, vocational excellence, and the worthy use of leisure go hand in hand with ethical character; they are at once the fruits of sterling character and the channels through which such character is developed and made manifest. On the one hand, character is meaningless apart from the will to discharge the duties of life, and, on the other hand, there is no guarantee that these duties will be rightly discharged unless principles are substituted for impulses, however well-intentioned such impulses may be. Consequently ethical character is at once involved in all the other objectives and at the same time requires specific consideration in any program of national education.

This commission, therefore, regards the following as the main objectives of education: 1. Health. 2. Command of fundamental proc-

esses. 3. Worthy home-membership. 4. Vocation. 5. Citizenship. 6. Worthy use of leisure. 7. Ethical character.

The naming of the above objectives is not intended to imply that the process of education can be divided into separated fields. This can not be, since the pupil is indivisible. Nor is the analysis all-inclusive. Nevertheless, we believe that distinguishing and naming these objectives will aid in directing efforts; and we hold that they should constitute the principal aims in education.

IV. THE RÔLE OF SECONDARY EDUCATION IN ACHIEVING THESE OBJECTIVES

The objectives outlined above apply to education as a whole—elementary, secondary, and higher. It is the purpose of this section to consider specifically the rôle of secondary education in achieving each of these objectives.

For reasons stated in section X, this commission favors such reorganization that secondary education may be defined as applying to all pupils of approximately 12 to 18 years of age.

1. *Health*.—Health needs can not be neglected during the period of secondary education without serious danger to the individual and the race. The secondary school should therefore provide health instruction, inculcate health habits, organize an effective program of physical activities, regard health needs in planning work and play, and cooperate with home and community in safe-guarding and promoting health interests.

To carry out such a program it is necessary to arouse the public to recognize that the health needs of young people are of vital importance to society, to secure teachers competent to ascertain and meet the needs of individual pupils and able to inculcate in the entire student body a love for clean sport, to furnish adequate equipment for physical activities, and to make the school building, its rooms and surroundings, conform to the best standards of hygiene and sanitation.¹

2. *Command of fundamental processes*.—Much of the energy of the elementary school is properly devoted to teaching certain fundamental processes, such as reading, writing, arithmetical computations, and the elements of oral and written expression. The facility that a child of 12 or 14 may acquire in the use of these tools is not sufficient for the needs of modern life. This is particularly true of the mother tongue. Proficiency in many of these processes may be increased more effectively by their application to new material than by the formal reviews commonly employed in grades seven and eight.

¹ For the outlines of a health program, see a report of this commission issued by the Bureau of Education as Bulletin, 1917, No. 50, "Physical Education in Secondary Schools."

Throughout the secondary school, instruction and practice must go hand in hand, but as indicated in the report of the committee on English,¹ only so much theory should be taught at any one time as will show results in practice.

3. *Worthy home-membership*.—Worthy home-membership as an objective calls for the development of those qualities that make the individual a worthy member of a family, both contributing to and deriving benefit from that membership.

This objective applies to both boys and girls. The social studies should deal with the home as a fundamental social institution and clarify its relation to the wider interests outside. Literature should interpret and idealize the human elements that go to make the home. Music and art should result in more beautiful homes and in greater joy therein. The coeducational school with a faculty of men and women should, in its organization and its activities, exemplify wholesome relations between boys and girls and men and women.

Home membership as an objective should not be thought of solely with reference to future duties. These are the better guaranteed if the school helps the pupils to take the right attitude toward present home responsibilities and interprets to them the contribution of the home to their development.

In the education of every high-school girl, the household arts should have a prominent place because of their importance to the girl herself and to others whose welfare will be directly in her keeping. The attention now devoted to this phase of education is inadequate, and especially so for girls preparing for occupations not related to the household arts and for girls planning for higher institutions. The majority of girls who enter wage-earning occupations directly from the high school remain in them for only a few years, after which home making becomes their lifelong occupation. For them the high-school period offers the only assured opportunity to prepare for that lifelong occupation, and it is during this period that they are most likely to form their ideals of life's duties and responsibilities. For girls planning to enter higher institutions—

our traditional ideals of preparation for higher institutions are particularly incongruous with the actual needs and future responsibilities of girls. It would seem that such high-school work as is carefully designed to develop capacity for, and interest in, the proper management and conduct of a home should be regarded as of importance at least equal to that of any other work. We do not understand how society can properly continue to sanction for girls high-school curriculums that disregard this fundamental need, even though such curriculums are planned in response to the demands made by some of the colleges for women.²

¹ Bureau of Education, Bulletin, 1917, No. 2, "Reorganization of English in Secondary Schools."

² Report of the Committee on the Articulation of High School and College, 1911.

In the education of boys, some opportunity should be found to give them a basis for the intelligent appreciation of the value of the well-appointed home and of the labor and skill required to maintain such a home, to the end that they may cooperate more effectively. For instance, they should understand the essentials of food values, of sanitation, and of household budgets.

4. *Vocation*.—Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and, as far as possible, to find in that vocation his own best development.

This ideal demands that the pupil explore his own capacities and aptitudes, and make a survey of the world's work, to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary school is essential.¹

Vocational education should aim to develop an appreciation of the significance of the vocation to the community, and a clear conception of right relations between the members of the chosen vocation, between different vocational groups, between employer and employee, and between producer and consumer. These aspects of vocational education, heretofore neglected, demand emphatic attention.

The extent to which the secondary school should offer training for a specific vocation depends upon the vocation, the facilities that the school can acquire, and the opportunity that the pupil may have to obtain such training later. To obtain satisfactory results those proficient in that vocation should be employed as instructors and the actual conditions of the vocation should be utilized either within the high school or in cooperation with the home, farm, shop, or office. Much of the pupil's time will be required to produce such efficiency.

5. *Civic education* should develop in the individual those qualities whereby he will act well his part as a member of neighborhood, town or city, State, and Nation, and give him a basis for understanding international problems.

For such citizenship the following are essential: A many-sided interest in the welfare of the communities to which one belongs; loyalty to ideals of civic righteousness, practical knowledge of social agencies and institutions; good judgment as to means and methods that will promote one social end without defeating others; and as putting all these into effect, habits of cordial cooperation in social undertakings.

The school should develop the concept that the civic duties of men and women, while in part identical, are also in part supplementary.

¹For a comprehensive program of vocational guidance see a report of this commission issued as Bureau of Education Bulletin, 1918, No. 19, "Vocational Guidance in Secondary Schools."

Differentiation in civic activities is to be encouraged, but not to the extent of loss of interest in the common problems with which all should cope.

Among the means for developing attitudes and habits important in a democracy are the assignment of projects and problems to groups of pupils for cooperative solution and the socialized recitation whereby the class as a whole develops a sense of collective responsibility. Both of these devices give training in collective thinking. Moreover, the democratic organization and administration of the school itself, as well as the cooperative relations of pupils and teacher, pupil and pupil, and teacher and teacher, are indispensable.

While all subjects should contribute to good citizenship, the social studies—geography, history, civics, and economics—should have this as their dominant aim. Too frequently, however, does mere information, conventional in value and remote in its bearing, make up the content of the social studies. History should so treat the growth of institutions that their present value may be appreciated. Geography should show the interdependence of men while it shows their common dependence on nature. Civics should concern itself less with constitutional questions and remote governmental functions, and should direct attention to social agencies close at hand and to the informal activities of daily life that regard and seek the common good. Such agencies as child-welfare organizations and consumers' leagues afford specific opportunities for the expression of civic qualities by the older pupils.

The work in English should kindle social ideals and give insight into social conditions and into personal character as related to these conditions. Hence the emphasis by the committee on English on the importance of a knowledge of social activities, social movements, and social needs on the part of the teacher of English.

The comprehension of the ideals of American democracy and loyalty to them should be a prominent aim of civic education. The pupil should feel that he will be responsible, in cooperation with others, for keeping the Nation true to the best inherited conceptions of democracy, and he should also realize that democracy itself is an ideal to be wrought out by his own and succeeding generations.

Civic education should consider other nations also. As a people we should try to understand their aspirations and ideals that we may deal more sympathetically and intelligently with the immigrant coming to our shores, and have a basis for a wiser and more sympathetic approach to international problems. Our pupils should learn that each nation, at least potentially, has something of worth to contribute to civilization and that humanity would be incomplete without that contribution. This means a study of specific nations, their achievements and possibilities, not ignoring their limi-

tations. Such a study of dissimilar contributions in the light of the ideal of human brotherhood should help to establish a genuine internationalism, free from sentimentality, founded on fact, and actually operative in the affairs of nations.¹

6. *Worthy use of leisure.*—Education should equip the individual to secure from his leisure the re-creation of body, mind, and spirit, and the enrichment and enlargement of his personality.

This objective calls for the ability to utilize the common means of enjoyment, such as music, art, literature, drama, and social intercourse, together with the fostering in each individual of one or more special avocational interests.

Heretofore the high school has given little conscious attention to this objective. It has so exclusively sought intellectual discipline that it has seldom treated literature, art, and music so as to evoke right emotional response and produce positive enjoyment. Its presentation of science should aim, in part, to arouse a genuine appreciation of nature.

The school has failed also to organize and direct the social activities of young people as it should. One of the surest ways in which to prepare pupils worthily to utilize leisure in adult life is by guiding and directing their use of leisure in youth. The school should, therefore, see that adequate recreation is provided both within the school and by other proper agencies in the community. The school, however, has a unique opportunity in this field because it includes in its membership representatives from all classes of society and consequently is able through social relationships to establish bonds of friendship and common understanding that can not be furnished by other agencies. Moreover, the school can so organize recreational activities that they will contribute simultaneously to other ends of education, as in the case of the school pageant or festival.

7. *Ethical character.*—In a democratic society ethical character becomes paramount among the objectives of the secondary school. Among the means for developing ethical character may be mentioned the wise selection of content and methods of instruction in all subjects of study, the social contacts of pupils with one another and with their teachers, the opportunities afforded by the organization and administration of the school for the development on the part of pupils of the sense of personal responsibility and initiative, and, above all, the spirit of service and the principles of true democracy which should permeate the entire school—principal, teachers, and pupils.

Specific consideration is given to the moral values to be obtained from the organization of the school and the subjects of study in the

¹ For a further discussion of civic education, see the reports of this commission on "The Teaching of Community Civics" and "Social Studies in Secondary Education", issued as Bureau of Education Bulletins, 1915, No. 23, and 1916, No. 28, respectively.

report of this commission entitled "Moral Values in Secondary Education."¹ That report considers also the conditions under which it may be advisable to supplement the other activities of the school by offering a distinct course in moral instruction.

V. INTERRELATION OF THE OBJECTIVES IN SECONDARY EDUCATION

This commission holds that education is essentially a unitary and continuous process, and that each of the objectives defined above must be recognized throughout the entire extent of secondary education. Health needs are evidently important at all stages; the vocational purpose and content is coming properly to be recognized as a necessary and valuable ingredient even in the early stages and even when specific preparation is postponed; citizenship and the worthy use of leisure, obviously important in the earlier stages, involve certain phases of education that require maturity on the part of the pupil and hence are indispensable also in the later stages of secondary education.

Furthermore, it is only as the pupil sees his vocation in relation to his citizenship and his citizenship in the light of his vocation that he will be prepared for effective membership in an industrial democracy. Consequently this commission enters its protest against any and all plans, however well intended, which are in danger of divorcing vocation and social-civic education. It stands squarely for the infusion of vocation with the spirit of service and for the vitalization of culture by genuine contact with the world's work.

VI. RECOGNITION OF THE OBJECTIVES IN REORGANIZING HIGH-SCHOOL SUBJECTS

Each subject now taught in high schools is in need of extensive reorganization in order that it may contribute more effectively to the objectives outlined herein, and the place of that subject in secondary education should depend upon the value of such contribution. In Section IV of this report various references have been made to needed changes. For fuller treatment the reader is referred to reports of this commission dealing with the several subjects. These reports indicate important steps in such modifications. In each report the commission attempts to analyze the aims in terms of the objectives; to indicate the adaptation of methods of presentation to the aims accepted; and to suggest a selection of content on the basis of aims and methods.

VII. EDUCATION AS A PROCESS OF GROWTH

Education must be conceived as a process of growth. Only when so conceived and so conducted can it become a preparation for life.

¹ Bureau of Education Bulletin, 1917, No. 51.

Insofar as this principle has been ignored, formalism and sterility have resulted.

For example, civic education too often has begun with topics remote from the pupil's experience and interest. Reacting against this formalism, some would have pupils study only those activities in which they can engage while young. This extreme, however, is neither necessary nor desirable. Pupils should be led to respond to present duties and, at the same time, their interest should be aroused in problems of adult life. With this interest as a basis, they should be helped to acquire the habits, insight, and ideals that will enable them to meet the duties and responsibilities of later life. Similarly in home-making education, to neglect present duties and responsibilities toward the family of which the pupil is now a member, is to court moral insincerity and jeopardize future right conduct. With present duties as a point of departure, home-making education should arouse an interest in future home-making activities and with that interest as a basis give the training necessary.

VIII. NEED FOR EXPLICIT VALUES

The number of years that pupils continue in school beyond the compulsory school age depends in large measure upon the degree to which they and their parents realize that school work is worth while for them and that they are succeeding in it. Probably in most communities doubt regarding the value of the work offered causes more pupils to leave school than economic necessity. Consequently, it is important that the work of each pupil should be so presented as to convince him and his parents of its real value.

IX. SUBORDINATION OF DEFERRED VALUES

Many subjects are now so organized as to be of little value unless the pupil studies them for several years. Since a large proportion of pupils leave school in each of the successive years, each subject should be so organized that the first year of work will be of definite value to those who go no further; and this principle should be applied to the work of each year. Courses planned in accordance with this principle will deal with the simpler aspects, or those of more direct application, in the earlier years and will defer the refinements for later years when these can be better appreciated. The course as a whole will then be better adapted to the needs both of those who continue and of those who drop out of school.

X. DIVISION OF EDUCATION INTO ELEMENTARY AND SECONDARY

Individual differences in pupils and the varied needs of society alike demand that education be so varied as to touch the leading aspects of occupational, civic, and leisure life. To this end curric-

ulums¹ must be organized at appropriate stages and the work of pupils progressively differentiated.

To accomplish this differentiation most wisely the pupil should be assisted ordinarily at about 12 or 13 years of age to begin a preliminary survey of the activities of adult life and of his own aptitudes in connection therewith, so that he may choose, at least tentatively, some field of human endeavor for special consideration. Following the period of preliminary survey and provisional choice, he should acquire a more intimate knowledge of the field chosen, including therewith an appreciation of its social significance. Those whose schooling ends here should attain some mastery of the technique involved. The field chosen will be for some as sharply defined as a specific trade; for others, it will be but the preliminary choice of a wider domain within which a narrower choice will later be made.

These considerations, reenforced by others, imply, in the judgment of this commission, a redivision of the period devoted to elementary and secondary education. The eight years heretofore given to elementary education have not, as a rule, been effectively utilized. The last two of these years in particular have not been well adapted to the needs of the adolescent. Many pupils lose interest and either drop out of school altogether or form habits of dawdling, to the serious injury of subsequent work. We believe that much of the difficulty will be removed by a new type of secondary education beginning at about 12 or 13. Furthermore, the period of four years now allotted to the high school is too short a time in which to accomplish the work above outlined.

We, therefore, recommend a reorganization of the school system whereby the first six years shall be devoted to elementary education designed to meet the needs of pupils of approximately 6 to 12 years of age; and the second six years to secondary education designed to meet the needs of pupils of approximately 12 to 18 years of age.

XI. DIVISION OF SECONDARY EDUCATION INTO JUNIOR AND SENIOR PERIODS

The six years to be devoted to secondary education may well be divided into two periods which may be designated as the junior and senior periods. In the junior period emphasis should be placed upon the attempt to help the pupil to explore his own aptitudes and to make at least provisional choice of the kinds of work to which he will devote himself. In the senior period emphasis should be given to training in the fields thus chosen. This distinction lies at the basis of the organization of junior and senior high schools.

¹ The term "curriculum" is used by this commission to designate a systematic arrangement of subjects, and courses in those subjects, both required and elective, extending through two or more years and designed for a group of pupils whose common aims and probable careers may properly differentiate a considerable part of their work from that of other groups in the

In the junior high school there should be the gradual introduction of departmental instruction, some choice of subjects under guidance, promotion by subjects, prevocational courses, and a social organization that calls forth initiative and develops the sense of personal responsibility for the welfare of the group.

In the senior high school a definite curriculum organization should be provided by means of which each pupil may take work systematically planned with reference to his needs as an individual and as a member of society. The senior high school should be characterized by a rapidly developing social consciousness and by an aptitude of self-reliance based upon clearly perceived objectives.

Under ordinary circumstances the junior and senior periods should each be three years in length so as to realize their distinctive purposes. In sparsely settled communities where a senior high school can not be maintained effectively, the junior high school may well be four years in length, so that the pupils may attend school nearer to their homes for one more year.

The commission is not unmindful of the desirability, when funds permit, of extending secondary education under local auspices so as to include the first two years of work usually offered in colleges, and constituting what is known as the junior college, but it has seemed unwise for the commission to attempt to outline the work of this new unit.

XII. ARTICULATION OF SECONDARY EDUCATION WITH ELEMENTARY EDUCATION

Admission to high school is now, as a rule, based upon the completion of a prescribed amount of academic work. As a result many over-age pupils either leave school altogether or are retained in the elementary school when they are no longer deriving much benefit from its instruction. Should a similar conception of the articulation of the two schools continue after the elementary program has been shortened to six years, similar bad results will persist. Experience in certain school systems, however, shows that the secondary school can provide special instruction for over-age pupils more successfully than the elementary school can. *Consequently we recommend that secondary schools admit, and provide suitable instruction for, all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school.*

XIII. ARTICULATION OF HIGHER EDUCATION WITH SECONDARY EDUCATION

In view of the important role of secondary education in achieving the objectives essential in American life, it follows that higher institutions of learning are not justified in maintaining entrance require-

ments and examinations of a character that handicap the secondary school in discharging its proper functions in a democracy.

As stated in Section XII of this report, the secondary school should admit all pupils who would derive greater benefit from the secondary than from the elementary school. With the demand of democratic society for extended liberal and vocational education for an ever-increasing number of persons, the higher institutions of learning, taken as a whole, are under a similar obligation with reference to those whose needs are no longer met by the secondary school and are disposed to continue their education. The conception that higher education should be limited to the few is destined to disappear in the interests of democracy.

The tradition that a particular type of education, and that exclusively nonvocational in character, is the only acceptable preparation for advanced education, either liberal or vocational, must therefore give way to a scientific evaluation of all types of secondary education as preparation for continued study. This broader conception need not involve any curtailment of opportunities for those who early manifest academic interest to pursue the work adapted to their needs. It does, however, mean that pupils who, during the secondary period, devote a considerable time to courses having vocational content should be permitted to pursue whatever form of higher education, either liberal or vocational, they are able to undertake with profit to themselves and to society.

XIV. RECOGNITION OF THE OBJECTIVES IN PLANNING CURRICULUMS

No curriculum in the secondary school can be regarded as satisfactory unless it gives due attention to each of the objectives of education outlined herein.

Health, as an objective, makes imperative an adequate time assignment for physical training and requires science courses properly focused upon personal and community hygiene, the principles of sanitation, and their applications. Command of fundamental processes necessitates thorough courses in the English language as a means of taking in and giving forth ideas. Worthy home-membership calls for the redirection of much of the work in literature, art, and the social studies. For girls it necessitates adequate courses in household arts. Citizenship demands that the social studies be given a prominent place. Vocation as an objective requires that many pupils devote much of their time to specific preparation for a definite trade or occupation, and that some pursue studies that serve as a basis for advanced work in higher institutions. The worthy use of leisure calls for courses in literature, art, music, and science so taught

as to develop appreciation. It necessitates also a margin of free electives to be chosen on the basis of personal avocational interests.

Due recognition of these objectives will provide the elements of distribution and concentration which are recognized as essential for a well-balanced and effective education.

XV. THE SPECIALIZING AND UNIFYING FUNCTIONS OF SECONDARY EDUCATION

1. *Their significance.*—The ideal of a democracy, as set forth in Section II of this report, involves, on the one hand, specialization whereby individuals and groups of individuals may become effective in the various vocations and other fields of human endeavor, and, on the other hand, unification whereby the members of that democracy may obtain those common ideas, common ideals, and common modes of thought, feeling, and action that make for cooperation, social cohesion, and social solidarity.

Without effective specialization on the part of groups of individuals there can be no progress. Without unification in a democracy there can be no worthy community life and no concerted action for necessary social ends. Increasing specialization emphasizes the need for unification, without which a democracy is a prey to enemies at home and abroad.

2. *The specializing function.*—Secondary education in the past has met the needs of only a few groups. The growing recognition that progress in our American democracy depends in no small measure upon adequate provision for specialization in many fields is the chief cause leading to the present reorganization of secondary education. Only through attention to the needs of various groups of individuals as shown by aptitudes, abilities, and aspirations can the secondary school secure from each pupil his best efforts. The school must capitalize the dominant interest that each boy and girl has at the time and direct that interest as wisely as possible. This is the surest method by which hard and effective work may be obtained from each pupil.

Specialization demands the following provisions in secondary education:

(a) *A wide range of subjects.*—In order to test and develop the many important capacities and interests found in pupils of secondary-school age, the school should provide as wide a range of subjects as it can offer effectively.

(b) *Exploration and guidance.*—Especially in the junior high school the pupil should have a variety of experience and contacts in order that he may explore his own capacities and aptitudes. Through a system of educational supervision or guidance he should

be helped to determine his education and his vocation. These decisions should not be imposed upon him by others.

(c) *Adaptation of content and methods.*—The content and teaching methods of every study should be adapted to the capacities, interests, and needs of the pupils concerned. In certain studies these factors may differ widely for various groups of pupils, e. g., chemistry should emphasize different phases in agricultural, commercial, industrial, and household-arts curriculums.

(d) *Flexibility of organization and administration.*—Flexibility should be secured by “election” of studies or curriculum, promotion by subjects from the beginning of the junior high school, possible transfer from curriculum to curriculum, provision for maximum and minimum assignments for pupils of greater and less ability, and, under certain conditions, for the rapid or slow progress of such pupils.

(e) *Differentiated curriculums.*—The work of the senior high school should be organized into differentiated curriculums. The range of such curriculums should be as wide as the school can offer effectively. The basis of differentiation should be, in the broad sense of the term, vocational, thus justifying the names commonly given, such as agricultural, business, clerical, industrial, fine-arts, and household-arts curriculums. Provisions should be made also for those having distinctively academic interests and needs. The conclusion that the work of the senior high school should be organized on the basis of curriculums does not imply that every study should be different in the various curriculums. Nor does it imply that every study should be determined by the dominant element of that curriculum. Indeed any such practice would ignore other objectives of education just as important as that of vocational efficiency.

3. *The unifying function.*—In some countries a common heredity, a strongly centralized government, and an established religion contribute to social solidarity. In America, racial stocks are widely diversified, various forms of social heredity come into conflict, differing religious beliefs do not always make for unification, and the members of different vocations often fail to recognize the interests that they have in common with others. The school is the one agency that may be controlled definitely and consciously by our democracy for the purpose of unifying its people. In this process the secondary school must play an important part because the elementary school with its immature pupils can not alone develop the common knowledge, common ideals, and common interests essential to American democracy. Furthermore, children of immigrant parents attend the secondary school in large and increasing numbers; secondary education comes at a stage in the development of boys and girls when social interests

develop rapidly; and from the secondary school the majority of pupils pass directly into participation in the activities of our society.

The unifying function calls for the following provisions in secondary education:

(a) Studies of direct value for this purpose, especially the social studies and the mother tongue, with its literature.

(b) The social mingling of pupils through the organization and administration of the school.

(c) The participation of pupils in common activities in which they should have a large measure of responsibility, such as athletic games, social activities, and the government of the school.

4. *Specialization and unification as supplementary functions.*—With increasing specialization in any society comes a corresponding necessity for increased attention to unification. So in the secondary school, increased attention to specialization calls for more purposeful plans for unification. When there was but little differentiation in the work within the secondary school, and the pupils in attendance were less diversified as to their heredity and interests, social unification in the full sense of the term could not take place.

The supplementary character of these functions has direct bearing upon the subjects to be taken by secondary-school pupils. To this end the secondary school should provide the following groups of studies:

(a) *Constants*, to be taken by all or nearly all pupils. These should be determined mainly by the objectives of health, command of fundamental processes, worthy home-membership, citizenship, and ethical character.

(b) *Curriculum variables*, peculiar to a curriculum or to a group of related curriculums. These should be determined for the most part by vocational needs, including, as they frequently do, preparation for advanced study in special fields.

(c) *Free electives*, to be taken by pupils in accordance with individual aptitudes or special interests, generally of a nonvocational nature. These are significant, especially in preparation for the worthy use of leisure.

The constants should contribute definitely to unification, the curriculum variables to specialization, and the free electives to either or both of these functions.

In the seventh year, that is the first year of the junior high school, the pupil should not be required to choose at the outset the field to which he will devote himself. For those who do not at this time have a definite purpose, opportunity should be given to gain some experience with several significant types of work, such as some form of industrial arts, gardening or other agricultural activity, type-writing or problems drawn from business, household arts for girls, and for at least a part of the pupils some work in a foreign language.

It may be found feasible to organize several such subjects or projects into short units and to arrange the schedule so that every pupil may take several of them. The work thus offered may and should be of real educational value, in addition to its exploratory value.

In the two following years of the junior high school, some pupils should continue this trying-out process, while others may well devote one-fourth to one-half of their time to curriculum variables. Pupils who will probably enter industry at the end of the ninth grade may well give as much as two-thirds of their time to vocational preparation, but they must not be permitted to neglect preparation for citizenship and the worthy use of leisure.

In the senior high school the relative proportion of the three groups of subjects will vary with the curriculum. Pupils who are to enter a gainful occupation before the completion of the senior high school may well devote a large proportion of their time to the curriculum variables, especially during their last year in school.

In brief, the greater the time allowed for curriculum variables, the more purposeful should be the time devoted to the constants in order that the school may be effective as an agency of unification. Above all, the greater the differentiation in studies, the more important becomes the social mingling of pupils pursuing different curriculums.

The supplementary character of the specializing and unifying functions has a direct bearing also upon the type of high school best suited to the needs of democratic society, as discussed in the next section.

XVI. THE COMPREHENSIVE HIGH SCHOOL AS THE STANDARD SECONDARY SCHOOL

The comprehensive (sometimes called composite, or cosmopolitan) high school, embracing all curriculums in one unified organization, should remain the standard type of secondary school in the United States.

Junior high schools must be of the comprehensive type, whatever policy be adopted for the senior high schools, since one of the primary purposes of the junior high school is to assist the pupil through a wide variety of contacts and experiences to obtain a basis for intelligent choice of his educational and vocational career. In the judgment of the commission, senior high schools and four-year high schools of the older organizations should, as a rule, be of the comprehensive type for the following reasons:

1. *For effectiveness of vocational education.*—When effectively organized and administered (see pp. 27 to 29) the comprehensive high school can make differentiated education of greater value to the individual and to society, for such value depends largely upon the extent to which the individual pursues the curriculum best suited

to his needs. This factor is of prime importance, although frequently ignored in discussions regarding the effectiveness of vocational and other types of differentiated education.

In a system of special-type schools many influences interfere with the wise choice of curriculum. Thus many pupils choose the high school nearest to their homes, or the school to which their friends have gone or are going, or the school that provides the most attractive social life or has the best athletic teams. Still others are unwisely influenced by the notions of neighbors and friends of the family. After entering a special-type school, many pupils drop out because the work is not adapted to their needs, while comparatively few transfer to another school.

In a comprehensive school the influences interfering with a wise choice of curriculum may be reduced to a minimum. When an unwise choice has been made the pupil may be greatly aided in discovering a curriculum better adapted to his needs because he can see other work in the school, talk with school companions, and confer with teachers who are able to give him expert advice regarding such curriculums. When such a pupil has found a curriculum better adapted to his needs, he can be transferred to it without severance of school relationships and, what seems to him, the sacrifice of school loyalty.

Moreover, pupils in comprehensive schools have contacts valuable to them vocationally, since people in every vocation must be able to deal intelligently with those in other vocations, and employers and employees must be able to understand one another and recognize common interests. Similarly, teachers in comprehensive schools have a better opportunity to observe other curriculums and are thereby better able to advise pupils intelligently.

Summarizing under this head, the well-organized comprehensive school can make differentiated education of greater value than can the special-type school, because it aids in a wise choice of curriculum, assists in readjustments when such are desirable, and provides for wider contacts essential to true success in every vocation.

2. *For unification.*—When administered by a principal who himself recognizes the social value of all types of secondary education and inspires a broad spirit of democracy among teachers and pupils, the comprehensive high school is a better instrument for unification. Through friendships formed with pupils pursuing other curriculums and having vocational and educational goals widely different from their own, the pupils realize that the interests which they hold in common with others are, after all, far more important than the differences that would tend to make them antagonistic to others. Through school assemblies and organizations they acquire common ideas. Through group activities they secure training in cooperation. Through loyalty to a school which includes many groups they are

prepared for loyalty to State and Nation. In short, the comprehensive school is the prototype of a democracy in which various groups must have a degree of self-consciousness as groups and yet be federated into a larger whole through the recognition of common interests and ideals. Life in such a school is a natural and valuable preparation for life in a democracy.

3. *For objectives other than vocation.*—A comprehensive high school can provide much more effectively for health education, education for the worthy use of leisure, and home-making education than a number of smaller special-type schools can.

The most effective health education requires adequate equipment and instructors competent to diagnose health needs and direct health activities. Expenses and difficulties of duplication of such facilities in every smaller special-type school are almost prohibitive. Preparation for the worthy use of leisure is best achieved when there is a wide variety of activities from which pupils may select, such as arts and crafts clubs, literary and debating societies, and musical organizations. All of these require for their success enthusiastic leadership such as can best be secured from a large faculty. Girls in all curriculums should have the advantages of work in household arts under efficient directors and with adequate equipment. Such conditions are most readily provided in the comprehensive school where there is a strong department of household arts.

With the establishment of a special-type high school it frequently happens that various important phases of education are neglected or minimized in the other schools of that system.

4. *For accessibility.*—In cities large enough to require more than one high school it is desirable to have each school so located as to serve a particular section of the city, thereby reducing the expense and loss of time involved in travel on the part of pupils. The proximity of the school to the homes results also in greater interest in education on the part of pupils and parents, and consequently increases the drawing and holding power of the school.

5. *Adaptation to local needs.*—In recommending the comprehensive high school as the standard secondary school the commission recognizes that in large cities where two or more high schools are needed it is not always possible to provide every curriculum in each high school, such a practice being precluded by the fact that certain curriculums would thereby enroll in the several schools too few pupils to permit economical organization and administration. In such cases a few curriculums may well appear in selected comprehensive schools or even in a single school only, while other curriculums appear in every school.

The commission also recognizes the impracticability of offering every curriculum in every small rural high school. In such cases it

is desirable that a curriculum for which the number of pupils does not warrant such duplication should be offered in selected schools, and that pupils needing that curriculum should go to those schools. This plan is substantially the same as that recommended for the large city.

6. *Effective organization of curriculums in comprehensive high schools.*—Finally, the commission recognizes that in the past relatively ineffective instruction has been afforded in some comprehensive schools. This has been due in part to the fact that everywhere vocational education has been passing and is still passing through a period of experimentation. The commission believes, however, that the most serious defect in vocational education in the comprehensive high school has been due to a lack of proper organization and administration. Effective vocational education can not be secured when administered like so many accidental groupings of subjects. To remedy this situation the commission recommends that each curriculum, or group of closely related curriculums, in the large comprehensive high school be placed under the supervision of a director whose task it shall be to organize that curriculum and maintain its efficiency. The curriculum directors must work under the general direction of the principal, who must be the coordinator of all the activities of the school. Especially is it necessary that each director shall be selected with the same care that would be exercised in choosing the principal of a special-type school enrolling as many pupils as are enrolled in the curriculum or curriculums under his direction. In medium-sized high schools unable to employ directors for the various curriculums, the teachers should be organized into committees to consider the problems of the various curriculums, all working under the direction of the principal.

Unless the various curriculums are effectively organized and administered, and unless the democratic spirit pervades the school, the comprehensive high school is in danger of failure; with these factors present, it has every promise of success.

XVII. RECOGNITION OF THE OBJECTIVES IN ORGANIZING THE SCHOOL

The objectives must determine the organization, or else the organization will determine the objectives. If the only basis upon which a high school is organized is that of the subjects of study, each department being devoted to some particular subject, there will result an over-valuation of the importance of subjects as such, and the tendency will be for each teacher to regard his function as merely that of leading the pupils to master a particular subject, rather than that of using the subjects of study and the activities of the school as means for achieving the objectives of education. The

departmental organization is desirable but needs to be supplemented. The two following methods are suggested:

(A) *The Principal's Council.*

The principal may select from his teachers a council, each member of which shall be charged with the responsibility of studying the activities of the school with reference to a specific objective. Plans for realizing these objectives should be discussed by the principal and the council. Without impairing in any way the ultimate responsibility of the principal, it will, as a rule, increase the efficiency of the school if the principal encourages initiative on the part of these council members and delegates to them such responsibilities as he finds they can discharge. The members of such a council and their duties are suggested as follows:

Health director.—This council member should seek to ascertain whether the health needs of the pupils are adequately met. For this purpose he should consider the ventilation and sanitation of the building, the provisions for lunch, the posture of pupils, the amount of home work required, the provisions for physical training, and the effects of athletics. He should find out whether the pupils are having excessive social activities outside of school, and devise means for gaining the cooperation of parents in the proper regulation of work and recreation. He may well see whether the teaching of biology is properly focused upon hygiene and sanitation.

Citizenship director.—The citizenship director should determine whether the pupils are developing initiative and the sense of personal responsibility. He should foster civic-mindedness through the school paper, debating society, and general school exercises, and give suggestions for directing the thinking of the pupils to significant problems of the day.

Curriculum directors.—As discussed in Section XVI of this report, for each important group of vocations for which the school offers a curriculum, or group of curriculums, there should be a director to study the needs of these vocations and find out the respects in which the graduates are succeeding or failing in meeting legitimate vocational demands. With the knowledge thus gained he should strive to improve the work offered by the school.

One of these curriculum directors should have charge of preparation for colleges and normal schools. He should obtain the records of graduates attending those schools and find out the strong and weak points in their preparation. He will advise with pupils intending to enter these institutions as to the work that they should take in the high school.

Director of vocational and educational guidance.—This member of the council should collect data regarding various vocational and edu-

cational opportunities and the qualifications needed. If the school is small, he may help individual pupils in acquiring an intelligent attitude toward the choice of a vocation or of a higher education; but if the school is large, he must train others who can know the pupils more intimately, to assist in this service, always holding himself ready to give advice.

Director of preparation for leisure.—This council member should, so far as possible, see that the pupils are developing interests that will assist them in later life to use their leisure wisely. He should consider especially the musical organizations, the school library, the art clubs and classes, and the various ways in which pupils are spending their leisure.

The large school may have need for additional directors to deal with other vital phases of education.

(B) *By Committees.*

The principal may appoint committees of teachers each of which would be charged with duties similar to those described. An advantage of the committee plan is that a larger number of teachers will be stimulated to acquire a broad educational point of view.

Theoretically, it is possible for the principal himself to supervise the teaching and direct all the activities of the school. Practically, however, the majority of administrators tend to become absorbed in a few aspects of education. In fact, intensive creative work along any one line on the part of the principal leads naturally to at least a temporary neglect of the other aspects of education. Consequently, either a principal's council or committees of teachers seem essential in order that none of the objectives may be neglected.

It is not intended that the council or the committees should in any way lessen the ultimate responsibility of the principal, but that by this means the cooperation of the entire teaching body may be secured and all the objectives held in view.

XVIII. SECONDARY EDUCATION ESSENTIAL FOR ALL YOUTH

To the extent to which the objectives outlined herein are adopted as the controlling aims of education, to that extent will it be recognized that an extended education for every boy and girl is essential to the welfare, and even to the existence, of democratic society. The significance of these objectives is becoming more and more apparent under modern conditions in our democracy. These conditions grow out of increased knowledge of science with its rapidly extending applications to all the affairs of life, keener competition with its attendant dangers, closer contacts of peoples of varied racial and religious types, and greater assertiveness of all men and women in the control of their own destinies. These and many other tendencies

increase the significance of health, worthy home-membership, vocation, citizenship, the worthy use of leisure, and ethical character.

Each of these objectives requires for its realization not only the training and habit formation that the child may secure, but also the intelligence and efficiency that can not be developed before adolescence. In fact, their realization calls for the full period allotted to both the junior and senior high schools.

Consequently, this commission holds that education should be so reorganised that every normal boy and girl will be encouraged to remain in school to the age of 18, on full time if possible, otherwise on part time.

XIX. PART-TIME SCHOOLING AS A COMPULSORY MINIMUM REQUIREMENT

As stated in Section I of this report, only one American youth in about three reaches the first year of the four-year high school, and only one in about nine remains in school to the end of the high-school course. This condition is, in the last analysis, due principally to four causes: First, the limited range of instruction commonly offered by secondary schools; second, the failure on the part of the school adequately to demonstrate to young people and their parents the value of the education offered; third, the lure of employment, together with the desire for increased economic independence on the part of young persons; and fourth, economic pressure in the family, real or imagined.

The first of these causes is rapidly disappearing through the introduction of curriculums with rich vocational content. The second may be removed by subordinating deferred values and reorganizing instruction so as to make the values more evident to the learner, as discussed in Sections VIII and IX. The third may be diminished in its effect by greater virility in school work. Economic pressure will continue until social conditions can be materially improved.

In the meantime, a sound national policy dictates the urgent need for legislation whereby all young persons, whether employed or not, shall be required to attend school not less than eight hours in each week that schools are in session until they reach the age of 18.

Attendance for eight hours in each week will make possible important progress not only in vocational efficiency but also in the promotion of health, preparation for worthy home-membership, civic intelligence and efficiency, the better utilization of leisure, and ethical development. All these objectives are evidently as important for the young worker as for those who remain in full-time attendance at school.

The value of part-time instruction, if properly organized, is out of all proportion to the time involved, because it can utilize as a basis

the new experiences of the young worker and his new social and civic contacts. Moreover, continued attendance at school will afford an intellectual stimulus too often lacking to these young persons under the modern subdivision of labor.

Consequently, this commission recommends the enactment of legislation whereby all young persons up to the age of 18, whether employed or not, shall be required to attend the secondary school not less than eight hours in each week that the schools are in session.

In some States it may be held to be impracticable at the outset to require such part-time attendance beyond the age of 16 or 17, but the commission holds that the imperative needs of American democracy can not be met until the period is extended to 18.

To make this part-time schooling effective it will be necessary to adapt it specifically to the needs of the pupils concerned. Moreover, teachers must be trained for this new type of work. Without such provisions there is great danger of failure and a consequent reaction against this most valuable extension of secondary education.

In view of the importance of developing a sense of common interests and social solidarity on the part of the young worker and those of his fellows who are continuing in full-time attendance at school, it appears to this commission that this part-time education should be conducted in the comprehensive secondary school rather than in separate continuation schools, as is the custom in less democratic societies. By this plan the part-time students and the full-time students may share in the use of the assembly hall, gymnasium, and other equipment provided for all. This plan has the added advantage that the enrollment of all pupils may be continuous in the secondary school, thus furthering employment supervision on the one hand and making easier a return to full-time attendance whenever the lure of industry or the improvement of economic conditions in the family makes such a return inviting and feasible.

The part-time attendance for eight hours a week of all persons between 14 and 18 who are not now in school will require a large increase in the teaching force in secondary schools. No other single piece of educational legislation could, however, do more to raise the level of intelligence and efficiency and to insure the welfare of democracy.

XX. CONCLUSION

In concluding this report on the cardinal principles of secondary education the commission would call attention to its 17 other reports in which the principles herein set forth are applied to the various aspects of secondary education. The reports now available are listed on the last page of this bulletin, and others are nearly ready for publication. One report will consider in detail the application of these

principles to the organization and administration of secondary schools. Thirteen reports deal with the aims, methods, and content of the various subjects of study and curriculums in the light of these principles. Three others discuss vocational guidance, physical education, and the moral values that should be derived from secondary-school organization and instruction.

It is becoming increasingly apparent that the problems of secondary education merit much more serious attention than they have received heretofore. The study of the best methods for adapting secondary education to the needs of modern democratic life is but begun. The physical, intellectual, emotional, and ethical characteristics of young people are still but vaguely comprehended. Such knowledge of social needs and educational theory and practice as is already available has been seriously studied by comparatively few administrators and teachers. Progress will depend very largely upon adequate professional training of teachers both before and after entering upon service. Plans must be adopted for pooling the results of successful experimentation on the part of individual teachers. To make the reorganization effective, competent supervision and constructive leadership must be provided in the various fields of secondary education.

It is the firm belief of this commission that secondary education in the United States must aim at nothing less than complete and worthy living for all youth, and that therefore the objectives described herein must find place in the education of every boy and girl.

Finally, in the process of translating into daily practice the cardinal principles herein set forth, the secondary school teachers of the United States must themselves strive to explore the inner meaning of the great democratic movement now struggling for supremacy. The doctrine that each individual has a right to the opportunity to develop the best that is in him is reinforced by the belief in the potential, and perchance unique, worth of the individual. The task of education, as of life, is therefore to call forth that potential worth.

While seeking to evoke the distinctive excellencies of individuals and groups of individuals, the secondary school must be equally zealous to develop those common ideas, common ideals, and common modes of thought, feeling, and action, whereby America, through a rich, unified, common life, may render her truest service to a world seeking for democracy among men and nations.

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BULLETIN OF THE BUREAU OF EDUCATION FOR 1918.

- No. 1. Monthly record of current educational publications, January, 1918.
- No. 2. Guide to United States Government publications. W. I. Swanton.
- No. 3. Agricultural instruction in the high schools of six eastern States. C. H. Lane.
- No. 4. Monthly record of current educational publications, February, 1918.
- No. 5. Work of the Bureau of Education for the natives of Alaska, 1916-17.
- No. 6. The curriculum of the woman's college. Mabel L. Robinson.
- No. 7. The bureau of extension of the University of North Carolina. Louis R. Wilson and Lester A. Williams.
- No. 8. Monthly record of current educational publications, March, 1918.
- No. 9. Union list of mathematical periodicals. David Eugene Smith.
- No. 10. Public-school classes for crippled children. Edith R. Solenberger.
- No. 11. A community center—what it is and how to organize it. Henry E. Jackson.
- No. 12. Monthly record of current educational publications, April, 1918.
- No. 13. The land grant of 1862 and the land-grant colleges. Benj. F. Andrews.
- No. 14. Monthly record of current educational publications, May, 1918.
- No. 15. Educational survey of Elyria, Ohio.
- No. 16. Facilidades Ofrecidas a Los Estudiantes Extranjeros.
- No. 17. History of public-school education in Arizona. Stephen B. Weeks.
- No. 18. Americanization as a war measure.
- No. 19. Vocational guidance in secondary education. A report of the Commission on Secondary Education.
- No. 20. Monthly record of current educational publications, June, 1918.
- No. 21. Instruction in journalism in institutions of higher education. James M. Lee.
- No. 22. Monthly record of current educational publications—Index, February, 1917, to January, 1918.
- No. 23. State laws relating to education enacted in 1915, 1916, and 1917. William R. Hood.
- No. 24. Vocational guidance and the public schools. W. Carson Ryan, jr.
- No. 25. Industrial education in Wilmington, Delaware.
- No. 26. The national council of primary education.
- No. 27. Rural teacher preparation in State Normal schools. Ernest Burnham.
- No. 28. The public schools of Columbia, South Carolina.
- No. 29. American agricultural colleges.
- No. 30. Resources and standards of colleges of arts and sciences.
- No. 31. The educational system of South Dakota.
- No. 32. Teaching American ideals through literature. Henry Neumann.
- No. 33. Monthly record of current educational publications, September, 1918.
- No. 34. Monthly record of current educational publications, October, 1918.
- No. 35. Cardinal principles of secondary education. A report of the Commission on Secondary Education.
- No. 36. Educational directory, 1918-19.
- No. 37. Courses of study for preparation of teachers of manual arts.
- No. 38. Kindergarten supervision in city schools. Almira M. Winchester.
- No. 39. Monthly record of current educational publications, November, 1918.
- No. 40. Recent State legislation for physical education. Thomas A. Storey and Willard S. Smith.

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4. The Army Medical School, Washington, D. C.
5. Medical Officers' Training Camps: (a) Camp Greenleaf, Fort Oglethorpe, Ga. (training of men for base hospitals and lines of communication); (b) Fort Riley, Kans. (training of regimental units).
6. Division of Physical Reconstruction: Educational Staff. The Surgeon General of the Army has designated the following general military hospitals for the work of physical reconstruction of disabled soldiers:¹
 - (1) Walter Reed General Hospital, Washington, D. C.; (2) General Hospital No. 2, Fort Mellenry, Md.; (3) General Hospital No. 3, Coleman, N. J.; (4) General Hospital No. 6, Fort McPherson, Ga.; (5) General Hospital No. 7, Roland Park, Baltimore, Md. (for the blind); (6) General Hospital No. 8, Otisville, N. Y.; (7) General Hospital No. 4, Fort Porter, N. Y.; (8) General Hospital No. 9, Lakewood, N. J.; (9) General Hospital No. 11, Cape May, N. J.; (10) General Hospital No. 16, New Haven, Conn.; (11) General Hospital No. 17, Markleton, Pa.; (12) Letterman General Hospital, San Francisco, Cal.; (13) United States Army Hospital, Fort Des Moines, Iowa; (14) Plattsburg Barracks Hospital, Plattsburg Barracks, N. Y.; (15) General Hospital, Fort Bayard, N. Mex.
7. Engineer Training Schools:² Camp Shelby, Miss.; Camp Greene, N. C.; Fort Leavenworth, Kans.; Camp Fremont, Cal.; Fort Benjamin Harrison, Ind.; Camp Humphreys, Va.; Camp Forrest, Ga.; Camp Leach (American University), D. C.
8. The Coast Artillery School, Fort Monroe, Va.
9. The School of Fire for Field Artillery, Fort Sill, Okla.

10. ORDNANCE SCHOOLS.³

(a) Ordnance maintenance and repair schools, Raritan Arsenal, Metuchen, N. J. (for the purpose of training both ordnance officers and enlisted men to become officers); (b) Ordnance welding school, Peoria, Ill. (for training enlisted men in oxy-acetylene welding); (c) Railway artillery school, Aberdeen Proving Ground, Aberdeen, Md. (for training both officers and enlisted men); (d) Instrument repair school, Frankford Arsenal, Pa. (for training both officers and enlisted men); (e) Ordnance gun retraining school, Watervliet Arsenal, Watervliet, N. Y. (for training of machinists and mechanics in gun retraining for duty in base repair shops overseas); (f) Ordnance engineering school, Aberdeen Proving Ground, Aberdeen, Md. (for training both officers and enlisted men to become officers); (g) Ordnance supply school, Camp Hancock, Ga. (for training of advance enlisted men); (h) Ordnance concentration camp, Camp Hancock, Ga.

The Ordnance Bureau, through its Community Organization Branch, Industrial Service Section (Production Division), F. C. Butler in charge, is establishing elementary schools on its reservations, where the local authorities are not able to take care of the school population on their own reservations.

Jacksonville (near Nashville), Tenn., Charles B. Dryden, Superintendent of Schools, P. O. Box 612.

Hercules Powder Co., Nitro (near Charleston), W. Va., Hugh S. Mead, Superintendent of Schools.

Muscle Shoals, Ala., R. F. Myers, Superintendent of Schools.

Bethlehem Loading Co., Mays Landing, N. J., Stanley S. Kilkenney, Superintendent of Schools.

Atlas Powder Co., Perryville, Md., Agnes B. Morrison, supervising principal.

Penniman, Va., Karl L. Kregloe, Superintendent of Schools, P. O. Box 94.

Seven Pines (near Richmond), Va., Floyd B. Mann, Superintendent of Schools.

Atlantic Loading Co., Amatol, N. J., Elsa Jones, acting principal of schools.

11. AVIATION SCHOOLS (DIVISION OF MILITARY AERONAUTICS).

Primary Training.

(a) *Ground Schools:* Princeton University, Princeton, N. J.; University of Texas, Austin, Tex.; Cornell University, Ithaca, N. Y.; University of California, Berkeley, Cal.; University of Illinois, Urbana, Ill.; Camp Dick (intermediate gunnery).

(b) *Flying Schools:* Scott Field, Belleville, Ill.; Chanute Field, Rantoul, Ill.; Barron Field, Everman, Tex.; Carruthers Field, Benbrook, Tex.; Kelly Field (2 units), San Antonio, Tex.; Rich Field, Waco, Tex.; Eberts Field, Lonoke, Ark.; Taylor Field, Montgomery, Ala.; March Field, Riverside, Cal.; Mather Field, Sacramento, Cal.; Payne Field, West Point, Miss.; Love Field, Dallas, Tex.; Souther Field, Americus, Ga.; Park Field, Millington, Tenn.

¹ "The reconstruction work in the hospitals will emphasize technical training in all lines capable of adaptation to the physical limitations of disabled men and in which employment will act as a therapeutic agent."—*Curry On*. Vol. 1, Sept., 1918, p. 30.

² See also Officers' Training Schools.

³ The training of ordnance supply personnel is also carried on through the medium of 36 Ordnance Field Depots in this country, where a system of rotation of personnel has been devised where both the commissioned and enlisted personnel of these field depots receive a complete general training in ordnance supply work. The ordnance supply personnel required for this country and for duty overseas is furnished through this medium.

Advanced Training.

- (a) *Bombing*: Gerstner Field (elementary), Lake Charles, La.; Ellington Field (advanced), Houston, Tex.
 (b) *Observation*: Call Field (elementary), Wichita Falls, Tex.; Post Field (advanced), Fort Sill, Okla.; Langley Field (advanced), Hampton, Va.
 (c) *Pursuit*: Wilbur Wright Field (Armorer's school, gunnery course—elementary), Fairfield, Ohio; Rockwell Field (advanced), San Diego, Cal.; Carlstrom Field (advanced), Arcadia, Fla.
 (d) *Gunnery*: San Leon Field, Houston, Tex.; Tallahassee Field, Hicks, Tex.; Selfridge Field, Mount Clemens, Mich.; Rockwell Field, San Diego, Cal.; Dow Field, Arcadia, Fla.

Auxiliary Schools.

- Armorer's School*: Wilbur Wright Field, Fairfield, Ohio.
School for Radio Mechanics: Carnegie Institute of Technology, Pittsburgh, Pa.
School for Radio Operators: Penn Field, Austin, Tex.
School for Radio Officers: Columbia University, New York, N. Y.
Photographic Schools: Langley Field, Hampton, Va.; U. S. School of Aerial Photography, Rochester, N. Y.; Cornell University, Ithaca, N. Y.
Preliminary Photographic School: Madison Barracks, Sacket Harbor, N. Y.
Instructors' Schools: Brooks Field, San Antonio, Tex.
Mechanics' Training Schools: Air Service Training School, Kelly Field, San Antonio, Tex.; Air Service Mechanics' Training School, Overland Building, St. Paul, Minn.

Firing Centers.

- Commanding Officer*: Attention Radio Officer, Headquarters, Military Aeronautics, Camp Jackson, S. C.
Air Service Radio Officer, through C. O. Field Artillery Brigade Firing Center, Camp Doniphan, Fort Sill, Okla.; Camp McClellan, Anniston, Ala.; Camp Knox, West Point, Ky.

Balloon Schools.

Army Balloon School, Fort Omaha, Nebr.; Army Balloon School, Lee Hall, Va.; Army Balloon School, Arcadia, Cal.; Camp John Wise, San Antonio, Tex.; Balloon Detachment, Fort Monroe, Va.; Balloon Detachment, Fort Sill, Okla.; Balloon Detachment, Langley Field, Va.; Balloon Detachment, Camp McClellan, Anniston, Ala.; Thirty-first Balloon Company, West Point, Ky.; Forty-first Balloon Company, Camp, Jackson, Columbia, S. C.

12. The Schools for Bakers and Cooks: Camp Beauregard, Alexandria, La.; Camp Bowie, Fort Worth, Tex.; Camp Cody, Deming, N. Mex.; Camp Custer, Battle Creek, Mich.; Camp Devens, Ayer, Mass.; Camp Dix, Wrightstown, N. J.; Camp Dodge, Des Moines, Iowa; Camp Fremont, Palo Alto, Cal.; Camp Funston, Fort Riley, Kans.; Camp Gordon, Chamblee, Ga.; Camp Grant, Rockford, Ill.; Camp Greene, Charlotte, S. C.; Camp Hancock, Augusta, Ga.; Camp Humphreys, Accotink, Va.; Camp Jackson, Columbia, S. C.; Camp Kearny, Linda Vista, Cal.; Camp Lee, Petersburg, Va.; Camp Lewis, American Lake, Wash.; Camp Logan, Houston, Tex.; Camp McArthur, Waco, Tex.; Camp McClellan, Anniston, Ala.; Camp Meade, Admiral, Md.; Camp Merritt, Dumont, N. J.; Camp Pike, Little Rock, Ark.; Camp Sevier, Greenville, S. C.; Camp Shelby, Hattiesburg, Miss.; Camp Sheridan, Montgomery, Ala.; Camp Sherman, Chillicothe, Ohio; Camp Taylor, Louisville, Ky.; Camp Travis, San Antonio, Tex.; Camp Upton, Yaphank, L. I.; Camp Wadsworth, Spartansburg, S. C.; Camp Wheeler, Macon, Ga.; Fort McKinley, P. I.; Fort Riley, Kans.; Fort Sam Houston, Tex.; Fort Shafter, Hawaii; Kelly Field, San Antonio, Tex.; Presidio, San Francisco, Cal.

13. Chemical War Service School, Camp Humphreys, Va.

14. Tank Corps School, Gettysburg, Pa.

15. Motor Transport School, Camp Joseph E. Johnston, Jacksonville, Fla.; Camp Meigs, Washington, D. C.; Camp Holabird, Baltimore, Md.; Camp Jesup, Atlanta, Ga.; Camp Normoyle, San Antonio, Tex.

16. Signal Corps.

17. Officers' Training Schools:

(1) Central Infantry Officers' Training Schools: Camp Lee, Va.; Camp Gordon, Ga.; Camp Pike, Ark.; Camp Grant, Ill.; Camp McArthur, Tex.

(2) Central Field Artillery Officers' Training School: Camp Zachary Taylor, Ky.

(3) Central Engineer Officers' Training School: Camp Humphreys, Va.

(4) Signal Corps Officers' Training School: Camp Meade, Md.¹

¹ The personnel of this corps is drawn from the following schools: *School for radio electricians*—University of California; City College of New York; Indiana University; University of Nebraska; Dodge Institute Valparaiso, Ind.; Oregon Agricultural College; Purdue University, West Lafayette, Ind.; Texas Agricultural and Mechanical College; Tulane University, New Orleans, La.; University of Vermont; University of West Virginia; University of Wisconsin. *Telephone electricians*—University of Michigan; University of Minnesota; University of Utah. *School of military photography*—Columbia University, New York City. *School of meteorology*—Texas Agricultural and Mechanical College. *School of multiplex telegraphy*—City College of New York. *School for technical radio men*—Yale University, New Haven, Conn.

- (5) Central Cavalry Officers' Training School: Camp Stanley, Tex.
- (6) Central Machine Gun Officers' Training School: Camp Hancock, Ga.
- (7) Coast Artillery Candidates' School: Fort Monroe, Va.
- (8) Quartermaster Officers' Training Camp: Camp Joseph E. Johnston, Jacksonville, Fla.

17. UNITS OF THE STUDENTS' ARMY TRAINING CORPS¹

Section A.—Collegiate.²

Alabama.—Alabama Polytechnic Institute, Auburn; University of Alabama, University; Birmingham Southern College, Birmingham; Howard College, Birmingham; Spring Hill College, Spring Hill; State Normal School, Jacksonville; State Normal School, Troy; Talladega College (colored), Talladega.

Arizona.—University of Arizona, Tucson.

Arkansas.—Arkansas Baptist College (colored), Little Rock; Arkansas College, Batesville; Arkansas Cumberland College, Clarksville; University of Arkansas, Fayetteville; Henderson-Brown College, Arkadelphia; Hendrix College, Conway; Little Rock College, Little Rock; Ouachita College, Arkadelphia; Philander Smith College (colored), Little Rock; Second District Agricultural School, Russellville; State School of Agriculture, Jonesboro.

California.—University of California, Berkeley; College of Physicians and Surgeons, San Francisco; Leland Stanford University, Stanford University; Los Angeles State Normal, Los Angeles; Occidental College, Los Angeles; University of the Pacific, San Jose; Pomona College, Claremont; University of Redlands, Redlands; San Diego Junior College, San Diego; University of Santa Clara, Santa Clara; St. Ignatius University, San Francisco; St. Mary's College, Oakland; University of Southern California, Los Angeles; Throop College of Technology, Pasadena.

Colorado.—Colorado Agricultural College, Fort Collins; Colorado College, Colorado Springs; Colorado College of Dental Surgery, Denver; Colorado State Teachers' College, Greeley; University of Colorado, Boulder; University of Denver, Denver; State School of Mines, Golden.

Connecticut.—Connecticut Agricultural College, Storrs; Trinity College, Hartford; Wesleyan University, Middletown; Yale University, New Haven.

Delaware.—Delaware College, Newark.

District of Columbia.—Catholic University of America, Washington; Georgetown University, Washington; George Washington University, Washington; Howard University (colored), Washington.

Florida.—Florida University, Gainesville; John B. Stetson University, De Land; Southern College, Sutherland.

Georgia.—Atlanta Southern Dental College, Atlanta; Atlanta University (colored), Atlanta; Emory University, Atlanta; Georgia School of Technology, Atlanta; University of Georgia, Athens; Mercer University, Macon; Morehouse College (colored), Atlanta; North Georgia Agricultural College, Dahlonega; Oglethorpe University, Oglethorpe.

Hawaii.—Hawaii College, Honolulu.

Idaho.—Idaho University, Moscow.

Illinois.—Armour Institute of Technology, Chicago; Augustana College, Rock Island; Bradley Polytechnic Institute, Peoria; Carthage College, Carthage; Chicago College of Dental Surgery, Chicago; Chicago University, Chicago; Chicago Veterinary College, Chicago; Crane Junior College, Chicago; De Paul University, Chicago; Eureka College, Eureka; Greenville College, Greenville; Hahneman Medical School, Chicago; Heddin College, Abingdon; Illinois College, Jacksonville; Illinois University, Urbana; Illinois Wesleyan University, Bloomington; James Milliken University, Decatur; Knox College, Galesburg; Lake Forrest College, Lake Forrest; Lewis Institute, Chicago; Lombard College, Galesburg; Loyola University, Chicago; McKendree College, Lebanon; Monmouth College, Monmouth; Northwestern College, Naperville; Northwestern University, Evanston; St. Ignatius College, Chicago; St. Viator College, Bourbonnais; Shurtleff College, Upper Alton; Wheaton College, Wheaton; Y. M. C. A. College, Chicago.

Indiana.—Butler College, Indianapolis; Central State Normal College, Danville; De Pauw University, Greencastle; Franklin College, Franklin; Hanover College, Hanover; Huntington College, Huntington; Indiana Dental College, Indianapolis; Indiana State Normal School, Terre Haute; Indiana University, Bloomington; Indiana Veterinary College, Indianapolis; University of Notre Dame, Notre Dame; Oakland City College, Oakland City; Purdue University, West Lafayette; Rose Polytechnic Institute, Terre Haute; State Normal School, Muncie; Taylor University, Upland; Tri-State College, Angola; Valparaiso University, Valparaiso; Wabash College, Crawfordsville.

Iowa.—Buena Vista College, Storm Lake; Central College, Pella; Coe College, Cedar Rapids; Cornell College, Mount Vernon; Des Moines College, Des Moines; Drake University, Des Moines; Dubuque College, Dubuque; Dubuque College and Seminary, Dubuque; Ellsworth College, Iowa Falls; Grinnell College, Grinnell; Iowa State College of Agriculture and Mechanic Arts, Ames; Iowa State Teachers' College, Cedar Falls; University of Iowa, Iowa City; Iowa Wesleyan College, Mount Pleasant; Luther College, Decorah; Morningside College, Sioux City; Parsons College, Fairfield; Simpson College, Indianola; Upper Iowa University, Fayette.

¹ The Student's Army Training Corps is administered by the Committee on Education and Special Training, of the War Department, Mills Building, Washington, D. C.

² Up to and including Oct. 14, 1918. In some case provisional and subject to change.

Kansas.—Baker University, Baldwin City; Bethany College, Lindsborg; Central College, McPherson; College of Emporia, Emporia; Cooper College, Sterling; Fairmont College, Wichita; Fort Hays Normal School, Hays City; Kansas State Agricultural College, Manhattan; Kansas State Normal, Emporia; University of Kansas, Lawrence; Kansas Wesleyan University, Salina; Midland College, Atchison; Ottawa University, Ottawa; St. Mary's College, St. Marys; Southwestern College, Winfield; State Manual Training Normal School, Pittsburg; Washburn College, Topeka.

Kentucky.—Berea College, Berea; Bethel College, Russellville; Center College, Danville; Eastern Kentucky State Normal School, Richmond; Georgetown College, Georgetown; University of Kentucky, Lexington; Kentucky Wesleyan College, Winchester; University of Louisville, Louisville; Ogden College, Bowling Green; Transylvania College, Lexington; Western Kentucky State Normal School, Bowling Green.

Louisiana.—Jefferson College, Convent; Louisiana College, Pineville; Louisiana Industrial Institute, Ruston; Louisiana State University, Baton Rouge; Loyola University, New Orleans; St. Charles College, Grand Coteau; Southwestern Louisiana Industrial Institute, Lafayette; Tulane University, New Orleans.

Maine.—Bates College, Lewiston; Bowdoin College, Brunswick; Colby College, Waterville; University of Maine, Orono.

Maryland.—Baltimore College of Dental Surgery, Baltimore; Johns Hopkins University, Baltimore; Maryland State College of Agriculture, College Park; University of Maryland, Baltimore; Mount St. Mary's College, Emmettsburg; St. John College, Annapolis; Washington College, Chestertown; Western Maryland College, Westminster.

Massachusetts.—Amherst College, Amherst; Assumption College, Worcester; Boston College, Chestnut Hill; Boston University, Boston; Clark College, Worcester; College of the Holy Cross, Worcester; Harvard University, Cambridge; International Y. M. C. A. College, Springfield; Lowell Textile School, Lowell; Massachusetts Agricultural College, Amherst; Massachusetts Institute of Technology, Cambridge; Northeastern College, Boston; Tufts College, Medford; Wentworth Institute, Boston; Williams College, Williamstown; Worcester Polytechnic Institute, Worcester.

Michigan.—Adrian College, Adrian; Albion College, Albion; Alma College, Alma; Central State Normal School, Mount Pleasant; Detroit College of Medicine and Surgery, Detroit; Detroit Junior College, Detroit; University of Detroit, Detroit; Grand Rapids Junior College, Grand Rapids; Hillsdale College, Hillsdale; Hope College, Holland; Kalamazoo College, Kalamazoo; Michigan Agricultural College, East Lansing; Michigan College of Mines, Houghton; Michigan State Normal College, Ypsilanti; University of Michigan, Ann Arbor; Northern State Normal School, Marquette; Olivet College, Olivet; St. Cyrillus Methodist Seminary, Orchard Lake; Western State Normal School, Kalamazoo.

Minnesota.—Carleton College, Northfield; College of St. Thomas, St. Paul; Gustavus Adolphus College, St. Peter; Hamline University, St. Paul; Macalester College, St. Paul; University of Minnesota, Minneapolis; St. Olaf College, Northfield.

Mississippi.—Meridian College, Meridian; Millsaps College, Jackson; Mississippi Agricultural and Mechanical College, Agricultural College; Mississippi College, Clinton; Mississippi Normal School, Hattiesburg; University of Mississippi, University.

Missouri.—Central College, Fayette; Culver-Stockett College, Canton; Drury College, Springfield; First District State Normal School, Kirksville; Kansas City Dental College, Kansas City; Kansas City Polytechnic, Kansas City; Missouri School of Mines, Rolla; University of Missouri, Columbia; Missouri Valley College, Marshall; Missouri Wesleyan College, Cameron; Park College, Parkville; St. Louis University, St. Louis; State Normal School, Cape Girardeau; State Normal School, Maryville; State Normal College, Springfield; State Normal School, Warrensburg; Tarkio College, Tarkio; Washington University, St. Louis; Western Dental College, Kansas City; Westminster College, Fulton; William Jewell College, Liberty.

Montana.—Montana College of A. and M., Bozeman; Montana State School of Mines, Butte; University of Montana, Missoula; Montana Wesleyan College, Helena; Mount St. Charles College, Helena.

Nebraska.—Bellevue College, Bellevue; Cretan University, Bethany; Creighton University, Omaha; Doane College, Crete; Hastings College, Hastings; Kearney State Normal, Kearney; Nebraska State Normal, Peru; University of Nebraska, Lincoln; Nebraska Wesleyan University, University Place; Wayne Normal School, Wayne; York College, York.

Nevada.—State University of Nevada, Reno.

New Hampshire.—Dartmouth College, Hanover; New Hampshire College of Agricultural and Mechanical, Durham.

New Jersey.—Princeton University, Princeton; Rutgers College, New Brunswick; Stevens Institute of Technology, Hoboken.

New Mexico.—New Mexico College of Agricultural and Mechanical, State College; New Mexico Military Institution, Roswell; University of New Mexico, Albuquerque.

New York.—Alfred University, Alfred; University of Buffalo, Buffalo; Canisius College, Buffalo; Clarkson College of Technology, Potsdam; Colgate University, Hamilton; College of Dental and Oral Surgery of New York, New York City; College of the City of New York, New York City; Columbia University, New York City; Cooper Union Day Technical School, New York City; Cornell University, Ithaca; Fordham University, New York City; Hamilton College, Clinton; Hobart College, Geneva; Manhattan College, New York City; New York College of Dentistry, New York City; New York Homeopathic Medical

College, New York City; New York State College for Teachers, Albany; New York University, New York City; Niagara University, Niagara; Polytechnic Institute of Brooklyn, Brooklyn; Pratt Institute, Brooklyn; Rensselaer Polytechnic Institute, Troy; University of Rochester, Rochester; St. Bonaventure College, St. Bonaventure; St. John's College, Brooklyn; St. Lawrence University, Canton; St. Stephens College, Annandale; Syracuse University, Syracuse; The Long Island College Hospital, Brooklyn; Union University, Schenectady.

North Carolina.—Atlantic Christian College, Wilson; Biddle University (colored), Charlotte; Catawba College, Newton; Davidson College, Davidson; Elon College, Elon; Lenoir College, Hickory; North Carolina State College of Agriculture and Engineering, West Raleigh; University of North Carolina, Chapel Hill; Shaw University (colored), Raleigh; Trinity College, Durham; Wake Forest College, Wake Forest.

North Dakota.—Fargo College, Fargo; Jamestown College, Jamestown; North Dakota Agricultural College, Agricultural College; University of North Dakota, Grand Forks.

Ohio.—Antioch College, Yellow Springs; Ashland College, Ashland; Baldwin-Wallace College, Berea; Capital University, Columbus; Case School of Applied Science, Cleveland; University of Cincinnati, Cincinnati; Defiance College, Defiance; Denison University, Granville; Eclectic Medical College, Cincinnati; Findlay College, Findlay; Heidelberg University, Tiffin; Hiram College, Hiram; Kenyon College, Gambier; Marietta College, Marietta; Miami University, Oxford; Mount Union College, Alliance; Municipal University of Akron, Akron; Muskingum College, New Concord; Oberlin College, Oberlin; Ohio College of Dental Surgery, Cincinnati; Ohio Northern University, Ada; Ohio State University, Columbus; Ohio University, Athens; Ohio Wesleyan University, Delaware; Otterbein University, Westerville; St. Ignace College, Cleveland; St. Mary's College, Dayton; St. Xavier College, Cincinnati; Toledo University, Toledo; Western Reserve University, Cleveland; Wilberforce University (colored), Wilberforce; Wittenberg College, Springfield; College of Wooster, Wooster.

Oklahoma.—Central State Normal School, Edmond; East Central Normal School, Ada; Henry Kendall College, Tulsa; North Eastern State Normal School, Tahlequah; Northwestern Normal School, Alva; Oklahoma A. and M. College, Stillwater; University of Oklahoma, Norman; Phillips University, Enid; Southeastern State Normal School, Durant; Southwestern Normal School, Weatherford.

Oregon.—North Pacific College of Dentistry, Portland; Oregon Agricultural College, Corvallis; University of Oregon, Eugene; Reed College, Portland; Willamette University, Salem.

Pennsylvania.—Albright College, Myerstown; Allegheny College, Meadville; Carnegie Institute of Technology, Pittsburgh; Bucknell University, Lewisburg; Dickinson College, Carlisle; Drexel Institute, Philadelphia; Duquesne University of the Holy Ghost, Pittsburgh; Franklin and Marshall College, Lancaster; Geneva College, Beaver Falls; Godfrey State Normal School, Millersville; Grove City College, Grove City; Hahnemann Medical College, Philadelphia; Jefferson Medical College, Philadelphia; Lafayette College, Easton; Lebanon Valley College, Annville; Lehigh University, South Bethlehem; Lincoln University (colored), Chester; Mansfield State Normal, Mansfield; Moravian College, Bethlehem; Muhlenberg College, Allentown; Pennsylvania College, Gettysburg; Pennsylvania Military College, Chester; Pennsylvania State College, State College; University of Pennsylvania, Philadelphia; Philadelphia Textile School, Philadelphia; University of Pittsburgh, Pittsburgh; St. Joseph's College, Philadelphia State Normal School, East Stroudsburg; State Normal School, Indiana; Susquehanna University, Selinsgrove; Swarthmore College, Swarthmore; Temple University, Philadelphia; Thiel College, Greenville; Ursinus College, Collegeville; Villanova College, Villanova; Washington and Jefferson College, Washington; Waynesburg College, Waynesburg; West Chester State Normal, West Chester; Westminster College, New Wilmington.

Porto Rico.—College of Agriculture and Mechanical Arts, Mayaguez; University of Porto Rico, San Juan.

Rhode Island.—Brown University, Providence; Rhode Island State College, Kingston.

South Carolina.—Clemson Agricultural College, Clemson; College of Charleston, Charleston; Erskine College, Greenville; Furman University, Greenville; Newberry College, Newberry; Presbyterian College of South Carolina, Clinton; South Carolina Medical College, Charleston; University of South Carolina, Columbia; The Citadel, the Military College of South Carolina, Charleston; Wofford College, Spartanburg.

South Dakota.—Dakota Wesleyan University, Mitchell; Huron College, Huron; South Dakota School of Mines, Rapid City; South Dakota State College of A. and M., Brookings; University of South Dakota, Vermillion; Yankton College, Yankton.

Tennessee.—Carson and Newman College, Jefferson City; University of Chattanooga, Chattanooga; Cumberland University, Lebanon; East Tennessee State Normal, Johnson City; Flak University (colored), Nashville; George Peabody College for Teachers, Nashville; King College, Bristol; Knoxville College (colored), Knoxville; Lincoln Memorial College, Cumberland Gap; Maryville College, Maryville; Meharry Medical College (colored), Nashville; Middle Tennessee State Normal, Murfreesboro; Southwestern Presbyterian University, Clarksville; Tennessee Polytechnic Institute, Cookeville; University of Tennessee, Knoxville; Tusculum College, Greenville; Union University, Jackson; University of the South, Sewanee; Vanderbilt University, Nashville; West Tennessee State Normal School, Memphis.

Texas.—Abilene Christian College, Abilene; A. and M. College of Texas, College Station; Alexander College, Jacksonville; Austin College, Sherman; Baylor University, Waco; Bishop College (colored), Marshall; Burleson College, Greenville; Decatur College, Decatur; East Texas State Normal School, Commerce; Howard Payne College, Brownwood; College of Marshall, Marshall; Meridian College, Meridian; North Texas State Normal College, Denton; The Rice Institute, Houston; Sam Houston State Normal Insti-

tute, Huntsville; Simmons College, Abilene; Southern Methodist University, Dallas; Southwest Texas Normal, San Marcos; Southwestern University, Georgetown; Texas Christian University, Fort Worth; Texas Military College, Terrell; University of Texas, Austin; Trinity University, Waco; Wayland College, Plainview; Wesley College, Greenville; West Texas Military Academy, San Antonio; West Texas Normal; Canyon; Wiley University (colored), Marshall.

Utah.—Agricultural College of Utah, Logan; Brigham Young University, Provo; University of Utah, Salt Lake City.

Vermont.—Middlebury College, Middlebury; Norwich University, Northfield; University of Vermont and State Agricultural College, Burlington.

Virginia.—Eastern College, Manassas; Emory and Henry College, Emory; Hampden-Sidney College, Hampden-Sidney; Medical College of Virginia, Richmond; Randolph-Macon College, Ashland; Richmond College, Richmond; Roanoke College, Salem; University of Virginia, Charlottesville; Virginia A. and M. and Polytechnic Institute, Blacksburg; Virginia Christian College, Lynchburg; Virginia Military Institute, Lexington; Virginia Union University (colored), Richmond; Washington and Lee, Lexington, William and Mary College, Williamsburg.

Washington.—College of Puget Sound, Tacoma; Gonzaga University, Spokane; State College of Washington, Pullman; Washington State Normal College, Cheney; University of Washington, Seattle; Whitman College, Walla Walla.

West Virginia.—Bethany College, Bethany; Davis and Elkins College, Elkins; West Virginia Collegiate Institute (colored), Institute; West Virginia Wesleyan College, Buckhannon; University of West Virginia, Morgantown.

Wisconsin.—Beloit College, Beloit; Campion College, Prairie du Chien; Carroll College, Wausau; La Crosse State Normal School, La Crosse; Lawrence College, Appleton; Marquette University, Milwaukee; Milton College, Milton; Milwaukee State Normal School, Milwaukee; Oshkosh State Normal School, Oshkosh; Racine College, Racine; Ripon College, Ripon; River Falls State Normal School, River Falls; School of Engineering, Milwaukee; State Normal School, Eau Claire; State Normal School, Platteville; State Normal School, Stevens Point; State Normal School, Superior; State Normal School, Whitewater; Stout Institute, Menominee; University of Wisconsin, Madison.

Wyoming.—University of Wyoming, Laramie.

Section B.—Vocational Training of Soldiers.

Alabama.—Alabama Polytechnic Institute, Auburn; University of Alabama, Tuscaloosa; Tuskegee Institute (colored), Tuskegee.

Arkansas.—University of Arkansas, Fayetteville; Branch Normal School (colored), Pine Bluff.

Arizona.—University of Arizona, Tucson.

California.—University of California, Berkeley; Los Angeles State Normal School, Los Angeles.

Oakland Technical High School, Oakland; Polytechnical School of Engineering, Oakland.

Connecticut.—Yale University, New Haven.

Colorado.—Colorado College, Colorado Springs; Colorado State Agricultural College, Fort Collins; University of Colorado, Boulder.

Delaware.—Delaware College, Newark.

District of Columbia.—Bliss Electrical School, Washington; Howard University (colored), Washington.

Florida.—University of Florida, Gainesville.

Georgia.—Atlanta University, Atlanta; Georgia School of Technology, Atlanta; University of Georgia, Athens.

Idaho.—Idaho School of Technology, Pocatello; University of Idaho, Moscow.

Illinois.—Armour Institute of Technology, Chicago; Bradley Polytechnic Institute, Peoria; Chicago Board of Education (Armour), Chicago; Chicago Board of Education (Brennan), Chicago; Chicago Board of Education (Harrison), Chicago; Chicago Board of Education (Old S. Div. H. S.), Chicago; Chicago Board of Trade, Chicago; University of Chicago, Chicago; Lewis Institute, Chicago; Loyal Order of Moose, Mooseheart; Northwestern University, Evanston.

Indiana.—Indiana University, Bloomington; Indianapolis Chamber of Commerce, No. 1, Indianapolis; Indianapolis Chamber of Commerce, No. 2, Indianapolis; Indianapolis Chamber of Commerce, No. 3, Indianapolis; Indianapolis Chamber of Commerce, No. 4, Indianapolis; Interlaken School, Rolling Prairie; Purdue University, West Lafayette; Richmond Commercial Club, Richmond; Rose Polytechnic Institute, Terre Haute; Valparaiso University, Valparaiso; Warsaw Chamber of Commerce, Warsaw.

Iowa.—Iowa A. and M. College, Ames; University of Iowa, Iowa City.

Kansas.—Fort Hays Normal School, Hays City; Kansas State Agricultural College, Manhattan; University of Kansas, Lawrence; Western University (colored), Quindaro.

Kentucky.—University of Kentucky, Lexington.

Louisiana.—Louisiana University, Baton Rouge; Tulane University, New Orleans.

Maine.—University of Maine, Orono.

Maryland.—Maryland State Agricultural College, College Park.

Massachusetts.—Franklin Union, Boston; Newton School Board, Newton; Springfield Technical H. S., Springfield; Tufts College, Medford; Wentworth Institute, Boston.

Michigan.—Michigan School of Mines, Houghton; Michigan Agricultural College, East Lansing; University of Michigan, Ann Arbor.

Minnesota.—University of Minnesota (Agr.), St. Paul; University of Minnesota, Minneapolis; William Hood Dunwoody Industrial Institute, Minneapolis.

Mississippi.—Mississippi A. and M. College, Starkville.

Missouri.—University of Missouri, Columbia; Rahe Auto School, Kansas City; St. Louis Board of Education, St. Louis; Sweeney Auto School, Kansas City; Washington University, St. Louis.

Montana.—University of Montana, Missoula.

Nebraska.—University of Nebraska, Lincoln.

Nevada.—University of Nevada, Reno.

New Hampshire.—Dartmouth College, Hanover; New Hampshire State College of A. and M., Durham.

New Mexico.—New Mexico A. and M. College, State College.

New York.—Clarkson College of Technology, Potsdam; Columbia University, New York; Cornell University, Ithaca; College of the City of New York, New York; New York State College for Teachers, Albany; New York University, New York; Oswego Normal School, Oswego; Rochester A. and M. Institute, Rochester; Saunders Trade School, Yonkers; Syracuse University, Syracuse; Troy Central High School, Troy.

North Carolina.—Negro A. and T. College, Greensboro.

North Dakota.—North Dakota Agricultural College, Fargo; North Dakota School of Mines, Grand Forks.

Ohio.—Cincinnati Board of Education, Cincinnati; University of Cincinnati, Cincinnati; Combined Normal and Ind. (colored), Wilberforce; Municipal University of Akron, Akron; Ohio Mechanics Institute, Cincinnati; Ohio State University, Columbus; Toledo University, Toledo.

Oklahoma.—University of Oklahoma, Norman.

Oregon.—Benson Polytechnic Institute, Portland; Oregon State Agricultural College, Corvallis.

Pennsylvania.—Bowman Technical School, Lancaster; Carnegie Institute of Technology, Pittsburgh; Erie School Board, Erie; Lafayette College, Easton; Lehigh University, South Bethlehem; Pennsylvania State College, State College; University of Pittsburgh, Pittsburgh; Polish National Alliance College, Cambridge Springs.

South Carolina.—Clemson Agricultural College, Clemson; South Carolina State A. and M. College (colored), Orangeburg; University of South Carolina, Columbia.

South Dakota.—South Dakota State A. and M. College, Brookings; South Dakota School of Mines, Rapid City; University of South Dakota, Vermillion.

Tennessee.—University of Tennessee, Knoxville.

Texas.—Texas A. and M. College, College Station; University of Texas, Austin.

Utah.—Utah Agricultural College, Logan; University of Utah, Salt Lake City.

Vermont.—University of Vermont, Burlington.

Virginia.—Hampton Institute (colored), Hampton; Richmond City School Board, Richmond; University of Virginia, Charlottesville.

Washington.—Modern Auto School, Spokane; Washington State College, Pullman.

Wisconsin.—Beloit College, Beloit; University of Wisconsin, Madison.

West Virginia.—University of West Virginia, Morgantown.

Naval Sections.

Alabama.—University of Alabama, University; Alabama Polytechnic Institute, Auburn.

California.—University of California, Berkeley; Leland Stanford Junior University, Stanford University; University of Southern California, Los Angeles.

Colorado.—University of Colorado, Boulder; University of Denver, Denver.

Connecticut.—Yale University, New Haven.

District of Columbia.—Georgetown University, Washington; George Washington University, Washington.

Florida.—University of Florida, Gainesville.

Georgia.—Emory University, Atlanta; Georgia School of Technology, Atlanta; University of Georgia, Athens.

Illinois.—Armour Institute of Technology, Chicago; University of Chicago, Chicago; University of Illinois, Urbana; Northwestern University, Evanston.

Indiana.—Indiana State University, Bloomington; University of Notre Dame, Notre Dame; Purdue University, Lafayette.

Iowa.—Iowa State College of A. and M. Arts, Ames; University of Iowa, Iowa City.

Kansas.—University of Kansas, Lawrence.

Kentucky.—State University of Kentucky, Lexington.

Louisiana.—Louisiana State University, Baton Rouge; Tulane University, New Orleans.

Maine.—Bowdoin College, Brunswick; University of Maine, Orono.

Maryland.—Johns Hopkins University, Baltimore.

Massachusetts.—Amherst College, Amherst; Boston University, Boston; College of the Holy Cross, Worcester; Harvard University, Cambridge; Massachusetts Institute of Technology, Cambridge; Tufts College, Medford; Williams College, Williamstown; Worcester Polytechnic Institute, Worcester.

Michigan.—University of Detroit, Detroit; Michigan Agricultural College, East Lansing; University of Michigan, Ann Arbor.

Minnesota.—University of Minnesota, Minneapolis.

Mississippi.—Mississippi A. and M. College, Starkville.

Missouri.—University of Missouri, Columbia; St. Louis University, St. Louis; Washington University, St. Louis.

Nebraska.—University of Nebraska, Lincoln.

New Hampshire.—Dartmouth College, Hanover; New Hampshire College, Durham.

New Jersey.—Princeton University, Princeton; Stevens Institute of Technology, Hoboken.

New York.—University of Buffalo, Buffalo; Colgate University, Hamilton; College of the City of New York, New York City; Columbia University, New York; Cornell University, Ithaca; Fordham University, New York; New York University, New York; Pratt Institute, Brooklyn; Rensselaer Polytechnic Institute, Troy; Syracuse University, Syracuse; Webb's Academy, Fordham Heights, New York City.

North Carolina.—North Carolina State College of Agriculture and Engineering, West Raleigh; The University of North Carolina, Chapel Hill.

Ohio.—Case School of Applied Science, Cleveland; University of Cincinnati, Cincinnati; Ohio Northern University, Ada; Ohio University, Athens; Ohio State University, Columbus; Western Reserve University, Cleveland.

Oklahoma.—University of Oklahoma, Norman.

Oregon.—Oregon Agricultural College, Corvallis; University of Oregon, Eugene.

Pennsylvania.—Carnegie Institute of Technology, Pittsburgh; Lafayette College, Easton; Lehigh University, S. Bethlehem; Pennsylvania State College, State College; University of Pennsylvania, Philadelphia; University of Pittsburgh, Pittsburgh.

Rhode Island.—Brown University, Providence.

South Carolina.—Clemson College, Clemson.

Tennessee.—University of Tennessee, Knoxville.

Texas.—Baylor University, Waco; Texas A. and M. College, College Station; University of Texas, Austin.

Vermont.—University of Vermont, Burlington.

Virginia.—Virginia Polytechnic Institute, Blacksburg; University of Virginia, University.

West Virginia.—West Virginia University, Morgantown.

Washington.—Washington State College, Pullman; University of Washington, Seattle.

Wisconsin.—Marquette University, Milwaukee; University of Wisconsin, Madison.

Marine Sections.

Cornell University, Ithaca, N. Y.; Harvard College, Cambridge, Mass.; Georgia School of Technology, Atlanta, Ga.; University of Kansas, Lawrence, Kans.; Leland Stanford Junior University, Palo Alto, Cal.; University of Minnesota, Minneapolis, Minn.; University of North Carolina, Chapel Hill; University of Texas, Austin, Tex.; Virginia Military Institute, Lexington, Va.; University of Washington, Seattle, Wash.; University of Wisconsin, Madison, Wis.; Yale University, New Haven, Conn.

18. LIST OF MEDICAL SCHOOLS AUTHORIZED FOR STUDENT-ARMY TRAINING CORPS UNITS, OCTOBER 15, 1918.

Alabama.—University of Alabama, School of Medicine, Mobile.

Arkansas.—University of Arkansas, Medical Department, Little Rock.

California.—University of Southern California, School of Medicine, Los Angeles; Leland Stanford Junior University, School of Medicine, San Francisco; University of California, Medical School, San Francisco.

Colorado.—University of Colorado, School of Medicine, Denver.

Connecticut.—Yale University, School of Medicine, New Haven.

District of Columbia.—Georgetown University, School of Medicine, Washington; George Washington University, Medical School, Washington; Howard University, School of Medicine, Washington.

Georgia.—Emory University, School of Medicine, Atlanta; University of Georgia, Medical Department, Augusta.

Illinois.—Hahnemann Medical College and Hospital, Chicago; Loyola University, School of Medicine, Chicago; Northwestern University, Medical School, Chicago; Rush Medical College, Chicago; University of Illinois, College of Medicine, Chicago.

Indiana.—Indiana University, School of Medicine, Indianapolis.

Iowa.—State University of Iowa, College of Medicine, Iowa City; State University of Iowa, College of Homoeopathic Medicine, Iowa City.

Kansas.—University of Kansas, School of Medicine, Rosedale.

Kentucky.—University of Louisville, Medical Department, Louisville.

Louisiana.—Tulane University, School of Medicine, New Orleans.

Maine.—Bowdoin Medical School, Brunswick-Portland.

Maryland.—Johns Hopkins University, Medical Department, Baltimore; University of Maryland, School of Medicine, Baltimore.

Massachusetts.—Boston University, School of Medicine, Boston; Medical School of Harvard University, Boston; Tufts College, Medical School, Boston.

Michigan.—University of Michigan, Medical School, Ann Arbor; University of Michigan, Homoeopathic Medical School, Ann Arbor; Detroit College of Medicine and Surgery, Detroit.

- Minnesota.**—University of Minnesota, Medical School, Minneapolis.
- Mississippi.**—University of Mississippi, School of Medicine, Oxford.
- Missouri.**—University of Missouri, School of Medicine, Columbia; St. Louis University, School of Medicine, St. Louis; Washington University, Medical School, St. Louis.
- Nebraska.**—Creighton Medical College, Omaha; University of Nebraska, College of Medicine, Omaha.
- New Hampshire.**—Dartmouth Medical School, Hanover.
- New York.**—Albany Medical College, Albany; University of Buffalo, Department of Medicine, Buffalo; Columbia University, College of Physicians and Surgeons, New York City; Cornell University, Medical College, New York City; Fordham University, School of Medicine, New York City; New York Homeopathic Medical College, New York City; University and Bellevue Hospital Medical College, New York City; Syracuse University, College of Medicine, Syracuse.
- North Carolina.**—University of North Carolina, School of Medicine, Chapel Hill; Wake Forest College, School of Medicine, Wake Forest.
- North Dakota.**—University of North Dakota, School of Medicine, Grand Forks.
- Ohio.**—University of Cincinnati, College of Medicine, Cincinnati; Western Reserve University, School of Medicine, Cleveland; Ohio State University, College of Medicine, Columbus; Ohio State University, College of Homeopathic Medicine, Columbus.
- Oklahoma.**—University of Oklahoma, School of Medicine, Norman-Oklahoma City.
- Oregon.**—University of Oregon, Medical School, Portland.
- Pennsylvania.**—Hahnemann Medical College and Hospital, Philadelphia; Jefferson Medical College of Philadelphia; Temple University, Department of Medicine, Philadelphia; University of Pennsylvania, School of Medicine, Philadelphia; University of Pittsburgh, School of Medicine, Pittsburgh.
- South Carolina.**—Medical College of the State of South Carolina, Charleston.
- South Dakota.**—University of South Dakota, College of Medicine, Vermillion.
- Tennessee.**—Meharry Medical College, Nashville; Vanderbilt University, Medical Department, Nashville.
- Texas.**—Baylor University, College of Medicine, Dallas; University of Texas, Department of Medicine, Galveston.
- Utah.**—University of Utah, School of Medicine, Salt Lake City.
- Vermont.**—University of Vermont, College of Medicine, Burlington.
- Virginia.**—Medical College of Virginia, Richmond; University of Virginia, Department of Medicine, Charlottesville.
- West Virginia.**—West Virginia University, School of Medicine, Morgantown.
- Wisconsin.**—University of Wisconsin, Medical School, Madison; Marquette University, School of Medicine, Milwaukee.

19. LIST OF DENTAL SCHOOLS AUTHORIZED FOR STUDENTS' ARMY TRAINING CORPS
UNITS, OCTOBER 15, 1918.

- California.**—University of Southern California, College of Dentistry, Los Angeles (Dr. Lewis A. Ford, Dean); University of California, College of Dentistry, San Francisco (Dr. Guy S. Millberry, Dean); College of Physicians and Surgeons, School of Dentistry, San Francisco (Dr. C. C. Buxton, Dean).
- Colorado.**—Colorado College of Dental Surgery, Denver (Dr. H. A. Flynn, Dean).
- District of Columbia.**—Georgetown University, School of Dentistry, Washington (Dr. Shirley W. Bowles, Dean); George Washington University, School of Dentistry, Washington (Dr. Carl J. Mess, Dean); Howard University, School of Dentistry, Washington (Dr. E. A. Bullock, Dean).
- Georgia.**—Atlanta Southern Dental College, Atlanta (Dr. S. W. Foster, President).
- Illinois.**—Chicago College of Dental Surgery, Chicago (Dr. Truman W. Brophy, Dean); Northwestern University, Dental School, Chicago (Dr. Arthur D. Black, Dean); University of Illinois, School of Dentistry, Chicago (Dr. F. B. Moorehead, Dean).
- Indiana.**—Indiana Dental College, Indianapolis (Dr. D. A. House, Dean).
- Iowa.**—University of Iowa, College of Dentistry, Iowa City (Dr. F. T. Breen, Dean).
- Kentucky.**—University of Louisville, School of Dentistry, Louisville (Dr. H. B. Tleston, Dean).
- Louisiana.**—Tulane University, School of Dentistry, New Orleans (Dr. Wallace Wood, Dean); Loyola University, School of Dentistry, New Orleans (Dr. C. V. Vignes, Dean).
- Maryland.**—University of Maryland, School of Dentistry, Baltimore (Dr. T. O. Heatwole, Dean); Baltimore College of Dental Surgery, Baltimore (Dr. B. H. Smith, Dean).
- Massachusetts.**—Harvard Dental School, Boston (Dr. Eugene Smith, Dean); Tufts College, Dental School, Boston (Dr. William Rice, Dean).
- Michigan.**—University of Michigan, School of Dentistry, Ann Arbor (Dr. M. L. Ward, Dean).
- Minnesota.**—University of Minnesota, School of Dentistry, Minneapolis (Dr. Alfred Owre, Dean).
- Missouri.**—St. Louis University, School of Dentistry, St. Louis (Dr. J. P. Harper, Dean); Washington University, School of Dentistry, St. Louis (Dr. J. H. Kennerly, Dean); Kansas City Dental College, Kansas City (Dr. C. C. Allen, Dean); Western Dental College, Kansas City (Dr. R. J. Rinehart, Dean).
- Nebraska.**—University of Nebraska, School of Dentistry, Lincoln (Dr. W. C. Davis, Dean); Creighton University, School of Dentistry, Omaha (Dr. J. C. Hipple, Dean).

New York.—University of Buffalo, Dental Department, New York City (Dr. D. H. Squire, Dean); College of Dental and Oral Surgery, New York City (Dr. William Carr, Dean); New York College of Dentistry, New York City (Dr. A. R. Starr, Dean).

Ohio.—Ohio State University, College of Dentistry, Columbus (Dr. H. M. Seamans, Dean); Western Reserve University, Dental College, Cleveland (Dr. F. M. Casto, Dean); Ohio College of Dental Surgery, Cincinnati (Dr. H. T. Smith, Dean).

Oregon.—North Pacific College of Dentistry, Portland (Dr. H. C. Miller, Dean).

Pennsylvania.—University of Pennsylvania, School of Dentistry, Philadelphia (Dr. Charles R. Turner, Dean); Philadelphia Dental College, Philadelphia (Dr. I. N. Bromell, Dean); University of Pittsburgh, College of Dentistry, Pittsburgh (Dr. H. E. Friessell, Dean).

Tennessee.—Vanderbilt University, School of Dentistry, Nashville (Dr. H. W. Morgan, Dean); Meharry Dental College, Nashville (Dr. G. W. Hubbard, Dean).

Texas.—Baylor University, School of Dentistry, Dallas.

Virginia.—Medical College of Virginia, Dental Department, Richmond (Dr. J. A. C. Hoggan, Dean).

Wisconsin.—Marquette University, School of Dentistry, Milwaukee (Dr. Henry L. Banzhaf, Dean).

20. LIST OF VETERINARY SCHOOLS AUTHORIZED FOR STUDENTS' ARMY TRAINING CORPS UNITS, OCTOBER 15, 1918.

Alabama.—Alabama Polytechnic Institute, School of Veterinary, Auburn.

Colorado.—State Agricultural College, Veterinary School, Fort Collins.

Illinois.—Chicago Veterinary College, Chicago; McKillip Veterinary College, Chicago.

Indiana.—Indiana Veterinary College, Indianapolis.

Iowa.—Iowa State College of Agriculture, School of Veterinary, Ames.

Kansas.—Kansas State Agricultural College, School of Veterinary, Manhattan.

Michigan.—Michigan Agricultural College, School of Veterinary, East Lansing.

New York.—Cornell University, State Veterinary College, Ithaca; University of New York, State Veterinary College, New York City.

North Dakota.—North Dakota Agricultural College, School of Veterinary, Agricultural College.

Ohio.—Ohio State University, College of Veterinary, Columbus.

Pennsylvania.—University of Pennsylvania, School of Veterinary, Philadelphia.

Washington.—Washington State College, Veterinary Department, Pullman.

21. LIST OF PHARMACY SCHOOLS AUTHORIZED FOR STUDENTS' ARMY TRAINING CORPS UNITS, OCTOBER 15, 1918.

California.—University of Southern California, School of Pharmacy, Los Angeles.

Colorado.—University of Colorado, College of Pharmacy, Boulder.

Illinois.—University of Illinois, School of Pharmacy, Chicago.

Indiana.—Purdue University, College of Pharmacy, Lafayette.

Iowa.—University of Iowa, School of Pharmacy, Iowa City.

Kansas.—University of Kansas, School of Pharmacy, Lawrence.

Michigan.—University of Michigan, School of Pharmacy, Ann Arbor.

Minnesota.—University of Minnesota, School of Pharmacy, Minneapolis.

Montana.—University of Montana, School of Pharmacy, Missoula.

Nebraska.—University of Nebraska, School of Pharmacy, Lincoln.

New York.—Columbia University, School of Pharmacy, New York City; Fordham University, School of Pharmacy, New York City, N. Y.

North Carolina.—University of North Carolina, School of Pharmacy, Chapel Hill.

North Dakota.—North Dakota Agricultural College, School of Pharmacy, Fargo.

Ohio.—Ohio State University, School of Pharmacy, Columbus; Western Reserve University, School of Pharmacy, Cleveland.

Oregon.—Oregon Agricultural College, Department of Pharmacy, Corvallis.

Oklahoma.—University of Oklahoma, School of Pharmacy, Norman.

South Carolina.—South Carolina Medical College, School of Pharmacy, Charleston.

South Dakota.—South Dakota State College, Department of Pharmacy, Brookings.

Tennessee.—Vanderbilt University, School of Pharmacy, Nashville.

Virginia.—Medical College of Virginia, School of Pharmacy, Richmond.

Washington.—Washington State College, Pharmacy Department, Pullman; University of Washington, College of Pharmacy, Seattle.

Wisconsin.—University of Wisconsin, Course in Pharmacy, Madison.

21. Philippine Government. (See pp. 39, 64, 87, 137, 139, 340.

22. Porto Rico Government. (See pp. 39, 65, 129, 137, 141, 246.

IV.—DEPARTMENT OF THE NAVY: NAVAL EDUCATIONAL ACTIVITIES.

1. United States Naval Academy of the United States, Annapolis, Md.
2. Camp schools and other training activities.

FIRST NAVAL DISTRICT.

Portsmouth, N. H.

Navy Yard Camp (yard and district forces, general training).

Old Hospital.

Boston, Mass.

Receiving Ship (Commonwealth Pier): Commissary Schools; Sub. R. S. for Engineering Material; Steam Engine School (Wentworth Institute); Gas Engine School (Franklin Union).

Bumkin Island: Training Camp (general training and armed guard).

Deer Island: Disciplinary barracks. General training.

Massachusetts Institute of Technology: Aviation Ground School.

Harvard University: Officer-Material School; United States Naval Radio School.

Communication office: Communication Officers' School.

Hingham, Mass.

Training Camp: Hospital Corps School.

Quincy, Mass.

Fore River Shipbuilding Co.: Fuel Oil School.

Readville, Mass.

Blue Hill Observatory: Aerographers' School.

Wakefield, Mass.

U. S. Navy Rifle Range.

SECOND NAVAL DISTRICT.

Newport, R. I.

U. S. Naval Training Station: Yeoman's School; Firemen's School; Buglers' School; Musicians' School; Gunners' Mates' Class (P. O. School); Quartermasters' Class (P. O. School); Coxswains' Class (P. O. School); Radio Class (Signal School); Signal Class (Signal School); Reserve Radio School; Hospital Corps School; Commissary Schools (Bakers, Cooks, Commissary Stewards).

Cloyne School House: Officer-Material School, second district.

Torpedo Station: Seaman Gunners' School; Bluejacket Guard; Officers' Torpedo Training School; Deep-Sea Diving School.

New London, Conn.

Submarine Base: Officers' Submarine School, Enlisted Men's Submarine School, Submarine Tender School; Gyro-compass School.

Naval District Base (District Base Force; Sub Chaser Force; Experimental Laboratory); Listeners' School; Diving School (Salvage); Radio-Telephone School.

THIRD NAVAL DISTRICT.

New York City, N. Y.

Columbia University (men are quartered on U. S. S. *Granite State*): U. S. Navy Gas Engine School (Aviation); U. S. Navy Gas Engine School (Sub Chaser).

126 East Fifty-ninth Street: Cooks' School.

Manhattan Bridge Plaza, Brooklyn (Sperry Gyroscope Co.): Gyro-compass School; Sperry Fire-Control School.

Pelham Bay Training Camp.

Officer-Material School.

Signal Officer School.

Officer-Material School, N. A. R. (Deck).

Officer-Material School, N. A. R. (Engineer).

Quartermaster School.

Radio School.

Winckmen's School (Cargo).

Winckmen's School (Kite Balloon).

Cooks' School.

Radio Direction-Finder School.

District Communication Office: Communication Officers' School.

Hoboken, N. J.

Stevens Institute of Technology: Officer-Material School, N. A. R. (Engineer).

Jersey City, N. J.

Davis-Bournonville Co.: Oxy-acetylene Welders' School. (N. B. This school is administered as part of 4th dist.)

Keyport, N. J.

Aeromarine Plane & Motor Co.: Carpenters' Mates School (Aviation).

Bensonhurst, L. I.

Section Base: Quartermasters' School (Signal); Radio School; Diving School.

Bay Shore, L. I.

U. S. Naval Air Station: Aviation Mechanics' School; Aviation Flight School.
 Rockaway Beach, L. I.
U. S. Naval Air Station: Hydrogen Engineers' School.
 Utica, N. Y.
Savage Arms Corporation: Lewis Machine Gun School.

FOURTH NAVAL DISTRICT.

Princeton, N. J.
Princeton University: Paymasters' School.
 Philadelphia, Pa.
Navy Yard: Receiving Ship; Quartermasters' School (Aviation); Fuel-oil School.
U. S. Naval Home: Cooks' School; Navigation School.
Parkway Bldg., Broad & Cherry Streets: Radio School.
University of Pennsylvania: Officer-Material School, fourth district; Navigation School.
 Cape May, N. J.
Naval Training Camp (Wissahickon Barracks): Coxswains' School; Gunners' Mates' School; Hospital Corps School; Quartermasters' School; Signal School; Yeoman's School.
Section Base: Quartermasters' School; Coxswains' School; Elementary Gas Engine School (M. B.); "Standard" Gas Engine School (M. B.); Gunners' Mates' School; Artificers' School; Seamen's School.

FIFTH NAVAL DISTRICT.

Annapolis, Md.
U. S. Naval Academy: Reserve Officers' School.
 Washington, D. C.
Navy Yard: Optical Repair School, Seamen Gunners' School.
Division of Operations, Navy Department: Communication Officers' School.
 Radio, Va.
United States Naval Radio Station: Radio School (High Power).
 Norfolk, Va.
St. Helena: (Receiving Ship), Artificers' School.
Hotels and Bakeries: Cooks' Schools.
 Hampton Roads, Va.
Naval Operating Base: Naval Training Station, Officer-Material School (Fifth District), Electrical School (General), Quartermasters' School (Aviation), Carpenters' Mates' School (Aviation), Coxswains' School, Quartermasters' School, Signal School, Musicians' School.

SIXTH NAVAL DISTRICT.

Charleston, S. C.
U. S. S. Hartford.
Navy Yard: Receiving Ship, Machinists' Mates' School, Coppersmiths' School, Motor Boat Operators' School, Enginemen's School.
 Mount Pleasant, S. C.
Navy Rifle Range.
Radio School.
Hospital Corps School.

SEVENTH NAVAL DISTRICT.

Miami, Fla.
United States Naval Air Station: Aviation Photographers' School.
 Key West, Fla.
Naval Training Camp.

EIGHTH NAVAL DISTRICT.

Pensacola, Fla.
Naval Air Station: Aviation Instrument Makers' School, Quartermasters' School (Aviation), Carpenters' Mates' School (Aviation), Photographers' School, Machinists' Mates' School (Aviation).
 New Orleans, La.
Navy Yard Station: Preparatory Officer-Material School, Ensigns' School, Quartermasters' School (Signal), Armed Guards' School, Mine Unit, Gas Engine School.
 West End Park, La.
Training Camp.
 Guilford, Miss.
Training Camp.

NINTH, TENTH, AND ELEVENTH NAVAL DISTRICTS.

Great Lakes, Ill.
Naval Training Station: Officer-Material School, Ninth District, Musicians' School, Gunners' School, Armed Guards' School, Coxswains' School, Quartermasters' School, Yeoman's School, Signal School, Rifle Range, Machinists' Mates' School (Aviation), Radio School, Hospital Corps School, Cooks' and Bakers' School, Public Works Regiment, Firemen's School, Armorers' School (Aviation, enlisted men), Armorers' School (Aviation, student officers).

Minneapolis, Minn.

Dunwoody Naval Training Schools: Quartermasters' School (Aviation), Carpenters' Mates' School (Aviation), Cooks' School, Bakers' School, Radio School, Coppersmiths' School, Machinists' Mates' School, Ground School, Machinists' Mates' School.

University of Minnesota: Hospital Corps School.

Detroit, Mich.

Packard Motor Car Co.: Liberty Engine School, Draftsmen's School (Aviation).

Ford Plant for "Eagles": Naval Training Camp.

Cleveland, Ohio.

Assistant Supervisor, N. A. R.: Petty Officers' School.

Akron, Ohio.

Goodyear Tire & Rubber Co.: Kite Balloon School, Quartermasters' School (Aviation).

Buffalo, N. Y.

Curtis Aeroplane Motor Corporation: Carpenters' Mates' School (Aviation), Coppersmiths' School (Aviation), Blacksmiths' School (Aviation), Shipfitters' School (Aviation), Quartermasters' School (Aviation).

TWELFTH NAVAL DISTRICT.

San Francisco, Cal.

Navy Yard, Mare Island: Receiving Ship, Officer-Material School, Electrical School (G), Electrical School (R), Preparatory Radio School, Signal School, Petty Officers' School, Blacksmiths' School, Shipfitters' School, Carpenters' Mates' or Shipwrights' School, Painters' School, Molders' School, Pattern-makers' School, Fuel Oil School.

Naval Training Station (Goat Island): Radio School, Signal School, Yeomen's School, Machinists' Mates' School, Hospital Corps School, Cooks' School, Bakers' School, Gunners' Mates' School, Musicians' School, Reserve Officers' School, Coxswains' School, Commissary Stewards' School, Firemen's School, Quartermasters' School.

San Diego, Cal.

Naval Training Camp: Radio School.

Naval Air Station: Machinists' Mates' School (Aviation), Quartermasters' School (Aviation).

Section Base: Officer-Material School.

San Pedro, Cal.

Naval Training Camp: Officer-Material School, Armed Guards' School.

Submarine Base.

THIRTEENTH NAVAL DISTRICT.

Bremerton, Wash.

Navy Yard, Puget Sound: Receiving ship, Navigation School, Gas Engine School, Listeners' School, Coxswains' School, Armed Guards' School, Gunners' Mates' School, Quartermasters' School.

Seattle, Wash.

Naval Training Camp (University of Washington): Officer-Material School (Thirteenth District), Radio School, Preliminary War Deck School, Aviation Ground School, Armed Guard School.

Municipal Electric Light Co.: Firemen's School (Fuel Oil), Keyport, Wash.

Pacific Coast Torpedo Station: Torpedo Class.

3. United States Coast Guard: Coast Guard Academy, New London, Conn.¹

In times of peace the Coast Guard operates under the Treasury Department. In times of war or when the President so directs it operates as a part of the Navy, subject to the orders of the Secretary of the Navy.

4. Naval Medical School, Washington, D. C.:

(a) Navy Nurse Corps.

(b) Naval Hospital Corps Schools: (a) Naval Training Station, Newport, R. I.; (b) Naval Training Station, Great Lakes, Ill.; (c) Naval Training Station, San Francisco, Cal.; (d) Naval Operating Base, Hampton Roads, Va. Subsidiary schools have been established in civilian communities since the war as follows: University of Minnesota, Medical and Dental Schools; Columbia University, New York, N. Y.; Philadelphia College of Pharmacy, Philadelphia, Pa.

¹ By the act of Congress approved January 28, 1915, the Revenue-Cutter Service and the Life-Saving Service were combined into the Coast Guard, and the titles of the former services then became obsolete. All duties previously performed by the Revenue-Cutter Service and the Life-Saving Service are now performed by the Coast Guard. Former revenue cutters and former life-saving stations are now called Coast Guard cutters and Coast Guard stations, respectively. The officers and men of the two services were transferred to corresponding positions in the Coast Guard by the terms of the act.

V.—DEPARTMENT OF THE INTERIOR: EDUCATIONAL ACTIVITIES.

1. United States Bureau of Education: Personnel, pages 5-10; Alaskan schools, pages 35, 40, 43.

2. OFFICE OF INDIAN AFFAIRS: INDIAN SCHOOLS, B. S. GARBER, CHIEF OF DIVISION.

Name of school.	P. O. address.	Superintendent.
ARIZONA.		
Camp Verde superintendency.....	Camp Verde.....	Dr. Joe J. Taylor.
Camp Verde (day).....	do.....	
Clarksdale (day).....	Clarksdale.....	
Colorado River superintendency (bdg.).....	Parker.....	A. F. Duclos.
Fort Apache superintendency.....	White River.....	Chas. L. Davis.
Fort Apache (bdg.).....	Ft. Apache.....	
Canon (day).....	do.....	
Cibecue (day).....	do.....	
Cibecue (day) (mission).....	Cibecue.....	
East Fork (day).....	do.....	
East Fork (day) (mission).....	White River.....	
Fort Mojave (bdg.) (nonreservation).....	Mohave City.....	Wm. E. Thackrey.
Havasupai (day).....	Supai, via Gd. Canyon.....	C. H. Geneler.
Kaibab (day).....	Moccasini.....	Dr. E. A. Farrom.
Leupp superintendency.....	Leupp.....	Stephan Janna.
Leupp (bdg.).....	do.....	
Tolchaco (mission).....	Tolchaco.....	
Moqui superintendency.....	Kreams Canon.....	Leo Crane.
Moqui (not in operation).....		
Chimopovy (day).....	Toreva.....	
Hotevilla-Bacabi.....	Oraibi.....	
Oraibi (day).....	do.....	
Polacca (day).....	Polacca.....	
Second Mesa (day).....	Toreva.....	
Navajo superintendency.....	Ft. Defiance.....	Peter Paquette.
Navajo (bdg.).....	Navajo.....	
Chin Lee (bdg.).....	Chin Lee.....	
Tohatchi (bdg.).....	Tohatchi, N. M.....	
Cornfields (day).....	Cornfields.....	
Luki Chuki (day).....	Via Ft. Defiance.....	
Ganado (Presbyterian mission).....	Ganado.....	
Rehoboth (Christian Reformed mission).....	Gallup, N. M.....	
St. Michael's (Catholic).....	St. Michaels.....	
Phoenix (nonreservation) (bdg.).....	Phoenix.....	J. B. Brown.
Pima superintendency.....	Sacaton.....	W. F. Haygood.
Pima (bdg.).....	do.....	
Blackwater (day).....	Blackwater.....	
Casa Blanca (day).....	Sacaton.....	
Chiu Chuischu (day).....	do.....	
Cocklebur (day).....	do.....	
Gila Bend (day).....	do.....	
Gila Crossing (day).....	Phoenix (16 mi. so.).....	
Maricopa (day).....	Phoenix (12 mi. so.).....	
Quajote (day).....	do.....	
Santan (day).....	Sacaton.....	
St. Ann's (Guadalupe) (Catholic mission).....		
St. John's (Catholic mission).....	Phoenix (17 mi. so.).....	
Rice Station (bdg.).....	Rice.....	Dr. J. S. Perkins.
Salt River superintendency.....	Scottsdale.....	Byron A. Sharp.
Salt River (day).....	do.....	
Lehi (day).....	Mesa.....	
San Carlos superintendency.....	San Carlos.....	Jno. J. Terrell.
San Carlos (day).....	do.....	
Bylas (day).....	Geronimo.....	
Rice (Evangelical Lutheran mission).....		
San Xavier superintendency.....	Tucson.....	Thos. F. McCormick.
San Xavier (day).....		
Indian Oasis (day).....	Indian Oasis.....	
Santa Rosa (day).....		
Tucson (day).....	Tucson.....	
Lourdes (Catholic mission).....		
St. Anthony's (day) (Catholic mission).....	Escuela.....	
San Miguel (Catholic) (day).....		
San Solano (Catholic) (day).....		
Tucson (Presbyterian mission).....		
Truxton Canon (bdg.).....	Tucson.....	
Western Navajo superintendency.....	Valentine.....	Chas. D. Wagner.
Western Navajo (bdg.).....	Tuba City.....	Walter Runka.
Marsh Pass (bdg.).....	do.....	
Moencopi (day).....	Kayenta.....	
	Tuba City.....	

Name of school.	P. O. address.	Superintendent.
CALIFORNIA.		
Bishop superintendency	Bishop	Ray R. Parrott.
Bishop (day)	do	
Big Pine (day)	Big Pine	
Independence (day)	Independence	
Pine Creek (day)	Round Valley	
Campo (day)	Campo	Dr. Carl B. Boyd.
Fort Bidwell superintendency	Ft. Bidwell	Chas. T. Coggeshall.
Fort Yuma superintendency	Yuma	Loson L. Odle.
Fort Yuma (bdg.)	do	
Cocopah (day)	Somerton	
Yuma Valley (day)	Yuma	
Greenville (nonreservation) (bdg.)	Greenville	Edgar K. Miller.
Hoopa Valley (bdg.)	Hoopa	Jesse B. Mortsoff.
Malki superintendency	Banning	Jas. E. Jenkins.
St. Boniface (Catholic mission)		
Pala superintendency	Pala	Paul T. Hoffman.
Pala (day)	do	
Capitan Grande (day)	Lakeside	
La Jolla (day)	Valley Center	
Rincon (day)	do	
Round Valley superintendency	Covelo	Walter W. McContha.
Round Valley (day)	do	
Potter Valley (day)		
Pinoliville (day)	Ukiah	
Upper Lake (day)	Upper Lake	
Yokala	Ukiah	
Sherman Institute (nonreservation) (bdg.)	Riverside	F. M. Consor.
Soboba superintendency	San Jacinto	H. E. Wadsworth.
Mesa Grande (day)	Mesa Grande	
Volcan (day)	Santa Isabel	
Tule River superintendency	Porterville	Frank A. Virtue.
Tule River (day)	do	
Auberry (day)	Auberry	
Burrough (day)	Porterville	
COLORADO.		
Southern Ute superintendency	Ignacio	Ed. E. McKean.
Southern Ute (bdg.)	do	
Allen (day)	Bayfield	
Ute Mountain (day)	Towaoc	Axel Johnson.
IDAHO.		
Coeur d'Alene superintendency	Sorrento	M. D. Colgrove.
Kalispel (day)	Cusick, Wash	
De Smet (Catholic mission)	De Smet	
Kootenai (day)	Bonnars Ferry	
Fort Hall superintendency	Fort Hall	H. H. Miller.
Fort Hall (bdg.)	do	
Skull Valley (day)	Idsepa	
Good Shepherd (Episcopal mission)		
Presbyterian mission		
Fort Lapwal superintendency	Lapwal	Dr. Jacob Brelid.
Sanatorium and school	do	
St. Joseph's (mission school)	Slickpoo	
IOWA.		
Sac and Fox superintendency	Toledo	Dr. R. L. Russell.
Sanatorium and school	do	
Fox (day)	Tama	
Mesquakie (day)	do	
KANSAS.		
Haskell Inst. (nonreservation; bdg.)	Lawrence	Hervey B. Pcaira.
Kickapoo (bdg.)	Horton	Leo S. Bonnin.
MICHIGAN.		
Mackinac superintendency	Baraga	Dr. R. S. Buckland.
Baraga (Holy Name) (Catholic mission)	do	
Harbor Springs (Holy Childhood) (Catholic mission)	Harbor Springs	
Mount Pleasant (nonreservation; bdg.)	Mount Pleasant	R. A. Cochran.
MINNESOTA.		
Cass Lake (bdg.)	Cass Lake	Chas. H. Allender.
Fond du Lac superintendency	Cloquet	Geo. W. Cross.
Fond du Lac (day)	do	
Normantown (day)	Sawyer	
Grand Portage (day)	Grand Portage	M. D. Archiquette.

Name of school.	P. O. address.	Superintendent.
MINNESOTA—continued.		
Leech Lake (bdg.).....	Onigum.....	H. K. Meyer.
Nett Lake (day).....	Nett Lake.....	Nick Conner.
Pipestone superintendency.....	Pipestone.....	Frank T. Mann.
Pipestone (nonreservation; bdg.).....	do.....	
Red Lake superintendency.....	Red Lake.....	Walter F. Dickens.
Red Lake (bdg.).....	do.....	
Cross Lake (bdg.).....	Ponemah.....	
St. Mary's (Catholic mission).....	Red Lake.....	
Vermilion Lake (bdg.).....	Tower.....	Henry A. Edm.
White Earth superintendency.....	White Earth.....	John H. Hinton.
White Earth (bdg.).....	do.....	
Beaulieu (day).....	do.....	
Elbow Lake (day).....	do.....	
Pine Point (day).....	Ponsford.....	
Round Lake (day).....	White Earth.....	
Twin Lake (day).....	do.....	
St. Benedict's (Catholic mission).....	do.....	
MONTANA.		
Blackfeet superintendency.....	Browning.....	Harry C. Power.
Blackfeet (bdg.).....	do.....	
Heart Butte (day).....	do.....	
Old Agency or Badger Creek (day).....	Family.....	
Holy Family (Catholic mission).....	Browning.....	
Crow superintendency.....	Crow Agency.....	Calvin H. Asbury.
Crow (bdg.).....	do.....	
Fryor Creek (bdg.).....	Fryor.....	
Black Lodge (Am. Missionary Soc.).....	Lodgegrass.....	
Lodge Grass (Baptist bdg.).....	do.....	
Reno (Am. Missionary Soc.).....	do.....	
St. Ann's (Catholic mission).....	St. Xavier.....	
St. Xavier (Catholic mission).....	Wyola.....	Theodore Sharp.
Wyola (Baptist).....	Dixon.....	
Flathead superintendency.....	St. Ignatius.....	Alfred H. Symons.
St. Ignatius (Catholic mission).....	Harlem.....	
Fort Belknap superintendency.....	do.....	
Fort Belknap (bdg.).....	Lodge Pole.....	
Lodge Pole (day).....	St. Paul's.....	
St. Paul's (Catholic mission).....	Poplar.....	Eugene D. Mossman.
Fort Peck superintendency.....	do.....	
Fort Peck (bdg.).....	Culbertson.....	
School No. 1.....	Brockton.....	
School No. 2.....	Frazer.....	
School No. 3.....	Wolf Point.....	
Wolf Point (Presbyterian mission).....	Lamedeer.....	J. A. Buntin.
Tongue River superintendency.....	do.....	
Tongue River (bdg.).....	do.....	
Lamedeer (day).....	Birney.....	
Birney (day).....	Ashland.....	
St. Labre's (Catholic mission).....		
NEBRASKA.		
Genoa (nonreservation; bdg.).....	Genoa.....	Sam B. Davis.
Santee superintendency.....		
Santee Normal Training School (Cong.).....	(Under Sisseton superintendency.)	
Winnebago superintendency.....	Winnebago.....	C. D. Munroe.
St. Augustine (Catholic mission).....		
Winnebago Mission (bdg.).....	Winnebago.....	
All Saints' Mission (day).....	do.....	
NEVADA.		
Carson (nonreservation; bdg.).....	Stewart.....	Jas. B. Royce.
Fallon superintendency.....	Fallon.....	Harry M. Carter.
Fallon (day).....	do.....	
Lovelocks (day).....	Lovelocks.....	
Fort McDermitt (day).....	McDermitt.....	F. A. Swayne.
Moapa River (day).....	Las Vegas.....	Dr. L. B. Sandall.
Nevada (bdg.).....	Nixon.....	Jos. D. Oliver.
Walker River (day).....	Schurz.....	Robt. E. Burris.
Western Shoshone superintendency.....		
Schools Nos. 1 and 2 (day).....	Owyhee.....	H. D. Lawaba.
NEW MEXICO.		
Albuquerque (nonreservation; bdg.).....	Albuquerque.....	Reuben Parry.
Jicarilla (bdg.).....	Dulce.....	C. E. Faria.
Mescalero (bdg.).....	Mescalero.....	Wm. A. Light.
Pueblo Bonito superintendency.....	Crownpoint.....	Saml. F. Stecher.
Pueblo Bonito (bdg.).....	do.....	
Pinodale (day).....	do.....	

Name of school.	P. O. address.	Superintendent.
NEW MEXICO—continued.		
Pueblo superintendency (day).		
Albuquerque	Albuquerque	P. T. Longergan.
Acoma (day)	Acoma	
Encinal (day)	Cubero	
Isleta (day)	Isleta	
Laguna (day)	Laguna	
McCarthy's	Acoma	
Mesita (day)	Laguna	
Paguate (day)	do.	
Paraje (day)	Casa Blanca	
San Felipe (day)	Algodones	
Seama (day)	Seama	
Bernalillo (Catholic mission) (day)	Bernalillo	
Santa Fe:		
Cochiti (day)	Pena Blanca	
James (day)	Jemez	
Picuris (day)	Penasco	
San Ildefonso (day)	Buckman	
San Juan (day)	Chamita	
Santa Clara (day)	Espanola	
Santa Domingo (day)	Domingo	
Sis (day)	Sandoval	
Taos (day)	Taos	
St. Catherine's Mission (Catholic) (day)		
San Juan superintendency.		
San Juan (bdg.)	Shiprock	Evan W. Estep.
Toddlena (bdg.)	Crozier	
Santa Fe (nonreservation; bdg.)	Santa Fe	Jno. D. De Huff. Robt. J. Bauman.
Zuni superintendency.	Blackrock	
Zuni (bdg.)	do.	
Christian Reformed Mission	do.	
Zuni (day)	do.	
NORTH CAROLINA.		
Cherokee superintendency.	Cherokee	Jas. E. Henderson.
Cherokee (bdg.)	do.	
Big Cove (day)	Stonery	
Birdtown (day)	Cherokee	
Little Snowbird (day)	Andrews	
Snowbird Gap (day)	Robbinsville	
NORTH DAKOTA.		
Bismarck (nonreservation, bdg.)	Bismarck	R. I. Thompson. E. W. Jermark.
Fort Berthold superintendency.	Ellowoods	
School No. 1 (day)	Armstrong	S. A. M. Young.
School No. 2 (day)	Independence	
School No. 3 (day)	Shell Creek	
Fort Berthold (Catholic mission)	Ellowoods	
Congregational (Congregational mission)	do.	
Fort Totten (bdg.)	Fort Totten	
Standing Rock superintendency.		
Standing Rock (bdg.)	Fort Yates	
Martin Kenel (bdg.)	do.	
Bullhead (day)	Bullhead	
Cannon Ball (day)	Fort Rice	Jas. B. Kitch.
Grand River (day)	Little Eagle, S. D.	
Little Oak Creek (day)	do.	
Porcupine (day)	Shields	
St. Elizabeth's (Episcopal mission)	Wakpala, S. D.	R. C. Craige.
Standing Rock Mission	Agency	
Turtle Mountain superintendency.	Belcourt	
Schools Nos. 1 to 4, inclusive (day)	do.	
School No. 5 (day)	Dunseith	P. Carter.
Wahpeton (nonreservation, bdg.)	Wahpeton	
OKLAHOMA.		
Cantonment (bdg.)	Cantonment	R. E. L. Daniel.
Cheyenne and Arapaho superintendency.		
Cheyenne and Arapaho (bdg.)	Concho	W. W. Scott. O. H. Lipps.
Chillico (nonreservation, bdg.)	Chillico	
Kiowa superintendency.	Anadarko	C. V. Stinchecum.
Anadarko (bdg.)	do.	
Ft. Sill (bdg.)	Lawton	J. Geo. Wright.
Rainy Mountain (bdg.)	Gotebo	
Riverside (bdg.)	Anadarko	
Osage superintendency.	Pawhuska	
Osage (bdg.)	do.	Geo. A. Hoya. Thos. Ferris
St. Louis's (Catholic mission)	do.	
Otoe (bdg.)	Otoe	
Pawnee (bdg.)	Pawnee	

Name of school.	P. O. address.	Superintendent.
OKLAHOMA—continued.		
Ponca (bdg.)	Whiteagle	Chas. E. Norton.
Red Moon (Seger Supt.) (day)	Hammon	
Seger (bdg.)	Colony	Jesse W. Smith.
Seneca superintendency	Wyandotte	Carl F. Mayer.
Seneca (bldg.)	do.	
St. Mary's (Catholic mission)	Baxter Springs, Kans., R. F. D. No. 2.	
Shawnee superintendency	Shawnee	Ira C. Deaver.
Shawnee (bdg.)		
Sacred Heart (St. Benedict's) (Catholic mission)	Sacred Heart	
Sacred Heart (St. Mary's) (Catholic mission)	do.	
Five Civilized Tribes.		
Cherokee Nation:		
Cherokee Orphan Training School (bdg.)	Park Hill	H. H. Ransom.
Creek Nation:		
Euchee (bdg.)	Sapulpa	C. L. Batson.
Eufaula (bdg.)	Eufaula	Mrs. G. C. Melton.
Nuyaka (bdg.)	Nuyaka	Jack Brown.
Chickasaw Nation:		
Collins (bldg. burned May 9, 1916; abolished Oct. 12, 1917.)		
El Meta Bond College (private)	Minco	
Choctaw Nation:		
Armstrong Male Academy (bdg.)	Academy	E. A. Porter.
Jones Male Academy (bdg.)	Hartshorne	H. P. Warren.
Tuskahoma Academy (bdg.)	Tuskahoma	Wm. D. Dilbeck.
Wheelock Academy (bdg.)	Millerton	M. R. Foreman.
Old Goodland (nondenominational)	Hugo	
St. Agnes Mission (Catholic)	Antlers	
Chickasaw and Choctaw Nation:		
Murray School of Agriculture (private)	Tishomingo (State School).	
Oklahoma Presbyterian College (mission)	Durant	
St. Agnes Academy (Catholic mission)	Ardmore	
St. Elizabeth's (Catholic mission)	Purcell	
St. Joseph's (Catholic mission)	Chickasha	
Seminole Nation:		
Mekuskey (bdg.)	Seminole	E. Swengel.
OREGON.		
Klamath superintendency	Klamath Agency	J. M. Johnson.
Klamath (bdg.)	do.	
Modoc Point (day)	do.	
Schools Nos. 2 and 3 (day)	Beatty, via Agency	
Salem (nonreservation, bdg.)	Chemawa	Harwood Hall.
Umatilla superintendency	Pendleton	E. L. Swartzlander.
St. Andrew's (Kate Drexel) (Catholic mission)	Pendleton	
Warm Springs superintendency	Warm Springs	O. L. Babcock.
Warm Springs (bdg.)	do.	
Sinnasho (day)	Sinnasho	
SOUTH DAKOTA.		
Cheyenne River superintendency	Cheyenne Agency	
Cheyenne River (bdg.)		J. H. McGregor.
Crow Creek superintendency	Crow Creek	H. P. Marble.
Crow Creek (bdg.)		
Immaculate Conception (Catholic)	Stephan	
Flandreau (nonreservation, bdg.)	Flandreau	C. F. Peirce.
Lower Brule (bdg.)	Lower Brule	E. M. Garber.
Pierre (nonreservation, bdg.)	Pierre	C. J. Crandall.
Pine Ridge superintendency ¹	Pine Ridge	H. M. Tidwell.
Pine Ridge (bdg.)		
Holy Rosary (Catholic mission)		
Schools Nos. 1, 4, 5, 6, 7, 9 to 30, inclusive (day)		
Rapid City (nonreservation, bdg.)	Rapid City	J. F. House.
Rosebud superintendency ²	Rosebud	C. C. Covey.
Rosebud (bdg.)		
St. Mary's (mission bdg.; Episcopal)		
St. Francis (mission bdg.; Catholic)		
White Lake (day)	Rosebud	
White Thunder (not in operation, abolished)		
Wood (day)		
St. Mary's (Episcopal mission)	Mission	
St. Francis's (Catholic mission)	Spring Creek district	
Sisseton (bdg.)	Sisseton	J. L. Suffecool.
Springfield (nonreservation; bdg.)	Springfield	Miss M. V. Galtner.
Yankton (bdg.)	Wagner	A. W. Leech.

¹ See Supp. No. 1.² Supp. No. 2.

Name of school.	P. O. address.	Superintendent.
UTAH.		
Goshute (not in operation).....	Ibapah.....	Amos R. Frank.
Shivwits (day).....	Santa Clara.....	O. Humbargar.
Uintah (bdg.).....	Fort Duchesne.....	A. H. Kneale.
WASHINGTON.		
Colville superintendency.....	Nespelem.....	Fred C. Morgan.
School No. 1 (day).....	Corada.....	
School No. 3 (day).....	Nespelem.....	
School No. 4 (day).....	Daisy.....	
School No. 9.....	Keller.....	
Sacred Heart (Catholic mission).....		
St. Mary's (Catholic mission).....		
Cushman superintendency.....	Tacoma.....	E. H. Hammond.
Cushman (nonreservation; bdg.).....	do.....	
Chehalis (day).....	do.....	
Jamestown (day).....	Dungeness.....	
Port Gamble (day).....	Port Gamble.....	
St. George's (Catholic mission).....	Tacoma.....	
Neah Bay superintendency.....	Neah Bay.....	Dr. C. L. Woods.
Neah Bay (day).....	do.....	
Quilleute (day).....	Mora.....	
Spokane superintendency.....	Wellpinit.....	O. C. Upchurch.
School No. 1 (day).....	Miles.....	
School No. 2 (day).....	Wellpinit.....	
School No. 8 (day).....	Ford.....	
Taholah superintendency.....	Taholah.....	Dr. O. O. Benson.
Taholah (day).....	do.....	
Queets River (day).....	do.....	
Tulalip superintendency.....	Tulalip.....	Dr. C. M. Buchanan.
Tulalip (bdg.).....	do.....	
Lummi (day).....	Marietta.....	
Swinomish (day).....	La Conner.....	
Yakima (bdg.).....	Fort Simcoe.....	Don M. Carr.
WISCONSIN.		
Hayward superintendency.....	Hayward.....	H. J. McQuigg.
Hayward (nonreservation, bdg.).....	do.....	
Lac Courte Oreille (day).....	Reserve.....	
Keshena superintendency.....	Keshena.....	E. A. Allen.
Keshena (bdg.).....	do.....	
Neopit (day).....	Neopit.....	
St. Joseph's (Catholic mission).....	Keshena.....	
St. Anthony's (Catholic mission).....	Neopit.....	
Lac du Flambeau (bdg.).....	Lac du Flambeau.....	J. W. Balmer.
La Pointe superintendency.....	Ashland.....	P. S. Everest.
Odanah Mission (Catholic).....	Odanah.....	
St. Mary's (Catholic mission).....	do.....	
Oneida superintendency.....	Oneida.....	Jos. C. Hart.
Oneida (bdg.).....	do.....	
Adventist Mission.....	do.....	
Hobart Mission (Episcopal).....	do.....	
Red Cliff superintendency.....	Bayfield, Wis.....	John W. Dady.
Red Cliff (day).....	do.....	
Bayfield (Holy Family) (Catholic mission).....	do.....	
Tomah (nonreservation; bdg.).....	Tomah.....	L. M. Compton.
WYOMING.		
Shoshone superintendency.....	Fort Washakie.....	E. A. Hutchinson.
Shoshone (bdg.).....	do.....	
Arapaho (day).....	do.....	
St. Stephen's (Catholic mission).....	St. Stephen's.....	
Shoshone (Episcopal mission).....	Wind River.....	
St. Michael's (mission bdg.; Protestant Episcopal).....		

NOTE.—In the foregoing list, "day" indicates a day school and "bdg." a boarding school.

SUPPLEMENT No. 1.—PINE RIDGE DAY SCHOOLS.

No. 1.....	Agency.
No. 4.....	10 miles north of agency on White Clay Creek.
No. 5.....	20 miles northwest of agency mouth of White Clay Creek.
No. 6.....	25 miles northwest of agency on White River.
No. 7.....	15 miles northeast of agency on Wounded Knee Creek.
No. 9.....	18 miles north-northeast of agency on Wounded Knee Creek.
No. 10.....	22 miles north-northeast of agency on Wounded Knee Creek.
No. 12.....	32 miles north of agency on Wounded Knee Creek.
No. 13.....	35 miles north-northeast of agency on Porcupine Creek.
No. 14.....	52 miles east of agency on Lake Creek.
No. 15.....	30 miles north-northeast of agency on Porcupine Creek.
No. 16.....	25 miles northeast of agency on Porcupine Creek.
No. 17.....	40 miles northeast of agency on American Horse Creek.
No. 18.....	45 miles north-northeast of agency on Medicine Root Creek.
No. 19.....	40 miles northeast of agency on Little Wound Creek.
No. 20.....	45 miles northeast of agency on No Flesh Creek.
No. 21.....	50 miles east-northeast of agency on Corn Creek.
No. 22.....	65 miles northeast of agency on Bear Creek.
No. 23.....	60 miles north-northeast of agency on Potato Creek.
No. 24.....	80 miles northeast of agency on Lone Tree Creek.
No. 25.....	15 miles northwest of agency on White Clay Creek.
No. 26.....	30 miles north of agency on White River.
No. 27.....	6 miles north of agency on White Clay Creek.
No. 28.....	5 miles east of agency on Wolf Creek.
No. 29.....	50 miles northeast of agency on Medicine Root Creek.
No. 30.....	On Porcupine Creek.

SUPPLEMENT NO. 2.—ROSEBUD DAY SCHOOLS.

Blackpipe.....	30 miles northwest of agency on Blackpipe Creek.
Corn Creek.....	37 miles northwest of agency at junction of Blackpipe and Corn Creek.
Cut Meat.....	13 miles northeast of agency on Cut Meat Creek.
He Dog's Camp.....	18 miles northwest of agency on branch of Cut Meat Creek.
Ironwood.....	8 miles west of agency.
Little Crow's.....	40 miles northeast of agency; 60 miles north Valentine, Nebr.; 75 miles southwest Chamberlain, S. Dak.
Milk's Camp.....	100 miles east of agency on Ponca Creek.
Oak Creek.....	30 miles northeast of agency; 45 miles north of Valentine, Nebr.
Pine Creek.....	28 miles northeast of agency on Little White River.
Red Leaf.....	25 miles northwest of agency.
Rosebud Day.....	At agency.
Spring Creek.....	17 miles southwest of agency.
Upper Cut Meat.....	16 miles northwest of agency on Cut Meat Creek.
Whirlwind Soldier.....	55 miles northeast of agency on Oak Creek, 4 miles south of White River.
White Lake.....	Lake View, S. Dak.
Wood.....	35 miles northeast of agency.

3. Columbia Institution for the Deaf, Washington, D. C., Percival Hall, president.
4. Howard University, Washington, D. C., Stephen M. Nowman, A. M., D. D., president.
5. Territory of Hawaii. (See pages 36, 97, 122, 191.)
6. Territory of Alaska. (See pages 35, 40, 43, 190.)

VI.—DEPARTMENT OF AGRICULTURE: EDUCATIONAL ACTIVITIES.

Through the States Relations Service (A. C. True, director) affiliates with the State agricultural colleges and experiment stations, under the acts of Congress granting funds to these institutions for agricultural experiment stations and cooperative extension work in agriculture and home economics, and in carrying out the provisions of acts of Congress making appropriations to this department for farmers' cooperative demonstration work, investigations relating to agricultural schools, farmers' institutes, and home economics and the maintenance of agricultural experiment stations in Alaska, Hawaii, Porto Rico, and Guam.

VII.—DEPARTMENT OF LABOR: EDUCATIONAL ACTIVITIES.

A. Bureau of Naturalization, Richard K. Campbell, commissioner; Raymond F. Crist, deputy commissioner. Cooperates with public schools in the education of immigrant adults. The public schools in 1,754 communities have so far "cast their lot with the bureau in a national citizenship-building undertaking."

B. Information and Education Service. (Acts largely as a means for circulating patriotic propaganda in connection with the Labor Department activities, and more specifically, the U. S. Employment Service program):

- (1) Education work. Prof. Davis R. Dewey, in charge of critical survey of all publicity work of division.
- (2) Industrial plants. F. M. Hawley, in charge of inspirational work in industrial plants.
- (3) Periodicals. Mrs. E. C. Taylor, in charge of providing newspapers and magazines with feature stories and other literature in regard to war labor activities.

(4) **Speakers' Service:** (a) To send speakers into the field provided with literature and speeches and general information for presentation to the public through public halls, theaters, etc. (b) Movies and correspondence. (c) To advertise all United States Employment Service activities, by means of inspirational posters, etc.

C. **Training and dilution service,** Charles T. Clayton, chief (established to meet the needs created by inducing untrained workers into factories requiring specially trained persons). Its purposes are: (1) To ascertain the best methods used in various plants and industrial establishments for training workers to do specific work; (2) to ascertain needs for such training of workers; (3) to provide information on this subject to the various plants, industrial establishments, and employees; (4) to promote such training wherever it is necessary or desirable; (5) to inspect operation of such training and report thereon; (6) to cooperate with the United States Employment Service in all of this work; (7) to take up problem of dilution if necessary; i. e., to reorganize work so that a large part formerly handled by skilled workmen may be handled by unskilled workmen.

VIII.—INDEPENDENT ESTABLISHMENTS: EDUCATIONAL ACTIVITIES.

1. **Library of Congress,** Herbert Putnam, librarian. (While not a leading library, but primarily and essentially a reference library, the Library of Congress maintains an inter-library loan system, by which special service is rendered to scholarship by the lending of books to other libraries for the use of investigators engaged in serious research.)

2. **Smithsonian Institution,** Charles D. Walcott, secretary:

(a) **United States National Museum** (including the National Gallery of Art), Richard Rathbun, assistant secretary in charge; (b) **Bureau of American Ethnology,** J. Walter Fewkes, chief; (c) **National Academy of Sciences,** Charles D. Walcott, president; (d) **National Research Council,** George E. Hale, chairman; (e) **American Historical Association.**

3. **The Panama Canal.** (See p. 35.)

4. **Civil Service Commission.**

5. **Federal Board for Vocational Education:**¹ Members—David F. Houston, Secretary of Agriculture, chairman; William C. Redfield, Secretary of Commerce; William B. Wilson, Secretary of Labor; P. P. Claxton, Commissioner of Education; James P. Munroe, vice chairman; Charles A. Gresham; Arthur E. Holder.

Executive staff—C. A. Prosser, director; Layton S. Hawkins, chief of the vocational education division; Charles H. Winslow, chief of the research division; T. B. Kidner, acting chief of the rehabilitation division; Lewis H. Carris, assistant director for industrial education; Josephine T. Berry, assistant director for home economics education; F. G. Nichols, assistant director for commercial education; W. G. Hummel, assistant director for agricultural education; E. Joseph Aronoff, secretary; C. E. Alden, chief clerk; H. F. Dolan, disbursing officer; D. J. Richardson, legal adviser.

Washington office—601 E Street NW.

Regional offices—New York City, room 915, 145 West Forty-fifth Street; Atlanta, Ga., 1227 Candler Building; Indianapolis, Ind., 1012 Merchants Bank Building; Kansas City, Mo., 316 Grand Avenue Temple Building; San Francisco, Cal., 546 Monadnock Building.

6. **Council of National Defense: Committee on Labor: Welfare Work Committee:** (1) **Industrial safety** (studying accident prevention, etc.); L. R. Palmer, chairman. (2) **Sanitation** (covering a wide field of activities in shop, industrial committee and public), Dr. Wm. A. Evans, chairman. (3) **Industrial training** for the war emergency (studying advisability and methods of training for unskilled workers. Working with but not supplanted by Training and Dilution Service of Department of Labor. See under Vestibule schools). (4) **Recreation** (studying need for and best methods of introducing recreational activities in communities, etc.), Dr. George J. Fisher, chairman. (5) **Public education in health matters** (supplementing work of Public Health Service; largely devoted to propaganda work), Dr. A. H. Doty, chairman. (6) **Standard guides for employers,** A. Parker Davis, chairman.

Section on industrial training for the war emergency of the Committee on Welfare Work, M. E. Miles, chairman of section.

Training departments or vestibule schools—

Recording and Computing Machines Co., C. U. Carpenter, C. P., Dayton, Ohio.

Curtiss Aeroplane Corporation, J. W. Russell, Director of Training, Buffalo, N. Y.

Wright-Martin Aircraft Corporation, J. F. Johnson, Director of Training, New Brunswick, N. J.

Wright-Martin Aircraft Corporation, J. F. Johnson, Director of Training, Long Island City, N. Y.

Nordyke & Marmon Company, Charles Baker, Director of Training, Indianapolis, Ind.

Packard Motor Car Company, F. F. Beall, Vice President, Detroit, Mich.

¹The Federal Board for Vocational Education has been charged with the responsibility of reeducating disabled soldiers and sailors. It is the intention of the board to use the resources of existing institutions and, so far as practicable, to train men in institutions as near as possible to their homes. The board is limited in its work of vocational education to beneficiaries of the war risk insurance act. Men are received for training after they are discharged from the hospitals and from the Army. As rapidly as the War Risk Insurance Bureau furnishes names, the board endeavors to secure training arrangements for those who need education and can profit by it.

Lincoln Motor Company, J. M. Eaton, Assistant to President, Detroit, Mich.
 Norton Grinding Company, John C. Spence, Superintendent, Worcester, Mass.
 Gillette Safety Razor Company, Ralph E. Thompson, Factory Superintendent, Boston, Mass.
 Royal Typewriter Company, Charles B. Cook, Vice President, Hartford, Conn.
 Scoville Manufacturing Company, Charles M. Warner, Director of Training, Waterbury, Conn.
 Remington Arms Company, Bridgeport, Conn.
 Bullard Engineering Company, Bridgeport, Conn.
 The H. E. Harris Engineering Company, H. E. Harris, President, Bridgeport, Conn.
 Trego Motor Company, E. M. Bixly, Director of Training, New Haven, Conn.
 Winchester Repeating Arms Company, L. O. Pethick, Director of Training, New Haven, Conn.
 Taft-Peirce Manufacturing Company, Charles K. Gurney, Supervisor, Woonsocket, R. I.
 Brown & Sharpe Company, Providence, R. I.
 Crompton & Knowles Loom Works, H. E. Blanchard, Director of Training, Worcester, Mass.
 American Steel & Wire Company, Charles R. Sturtevant, Worcester, Mass.
 Norton Company, Worcester, Mass.
 John Bath & Company, Worcester, Mass.

Graton & Knight Company, F. W. Goodrich, General Superintendent, Worcester, Mass.
 (Note: The following companies in Worcester have taken over for the summer the Worcester Trade School for the upgrading of their mechanics: Morgan Construction Company, Norton Grinding Company, Norton Company, Leland Gifford Company, Whitcomb Blaisdell Machine Tool Company.)
 Blanchard Machine Company, W. W. Blackman, Superintendent, Cambridge, Mass.
 E. W. Bliss Company (torpedo factory), H. E. Blanchard, Chairman Committee on Foremen, Brooklyn, N. Y.

Ford Instrument Company, S. L. Smith, Director of Training, New York City.
 Pierce-Arrow Company, Daniel B. Webster, Factory School Instructor, Buffalo, N. Y.
 King Sewing Machine Company, William D. Dashner, Director of Training, Buffalo, N. Y.
 New York Air Brake Company, George W. G. Poole, Director of Training, Watertown, N. Y.
 Seneca Falls Manufacturing Company, E. R. Smith, Factory Manager, Seneca Falls, N. Y.
 Savage Arms Company, R. H. Wallace, Personnel Superintendent, Utica, N. Y.
 Henry Disston & Sons, A. S. Carter, Director of Training, Philadelphia, Pa.
 Fayette R. Plumb (Inc.), William D. Plumb, Factory Manager, Philadelphia, Pa.
 Hess Bright Manufacturing Company, Philadelphia, Pa.
 Roberts Filter Manufacturing Company, Philadelphia, Pa.
 Remington Arms Company, Eddystone Plant, Philadelphia, Pa.
 Naval Aircraft Factory, League Island, E. J. Schoettle, Director of Training, Philadelphia, Pa.
 American International Shipbuilding Company, Hog Island, E. W. Miller, Director of Training, Philadelphia, Pa.
 Newton Machine Tool Company, Nicholas P. Lloyd, Philadelphia, Pa.
 Warren Webster Company, Mr. Fitts, Manager, Philadelphia, Pa.
 L. H. Gilmer Company, Mr. Disston, Employment Manager, Philadelphia, Pa.
 Burke Electric Company, Gustave Faure, Director of Training, Erie, Pa.
 Bethlehem Steel Company, G. T. Fonda, Bethlehem, Pa.
 J. G. Brill Company, R. B. Liddell, General Superintendent, Philadelphia, Pa.
 Lanston Monotype Machine Company, Philadelphia, Pa.
 Leeds & Northrup Company, W. M. C. Kimber, Vice-President, Philadelphia, Pa.
 David Lupton Sons Company, Philadelphia, Pa.
 North American Motors Company, George Lees, Secretary and Works Manager, Pottstown, Pa.
 Standard Aircraft Corporation, Maurice J. Sullivan, Director of Training, Elizabeth, N. J.
 Sneed & Company Iron Works, David Clark, Carl Schultz, Jersey City, N. J.
 Spicer Manufacturing Company, Thomas C. Vail, Superintendent, Plainfield, N. J.
 International Motors Company, L. S. Ayer, Factory Manager, Plainfield, N. J.
 Woodbury Bag and Loading Company, H. J. Lamborn, Woodbury, N. J.
 Barbour Flax Spinning Company, Robert Barbour, President, Paterson, N. J.
 American Bronze Company, Philadelphia, Pa.
 American Tool Works Company, Cincinnati, Ohio.
 Lodge & Shipley Machine Tool Company, Cincinnati, Ohio.
 Cincinnati Milling Machine Company, Frederick A. Geier, President, Cincinnati, Ohio.
 Cincinnati Grinder Company, Arthur C. Hoeflinghoff, Director of Training, Cincinnati, Ohio.
 Cincinnati Planer Company, Cincinnati, Ohio.
 Cincinnati Bleckford Tool Company, D. C. Klausmeyer, Director of Training, Cincinnati, Ohio.
 Oakley Machine Tool Company, Albert A. Thayer, Treasurer, Cincinnati, Ohio.
 Buckeye Twist Drill Company, J. F. Meyers, Superintendent, Alliance, Ohio.
 Morgan Engineering Company, S. P. Hall, Employment Manager, Alliance, Ohio.
 National Cash Register Company, A. C. Lampman, Director of Training, Dayton, Ohio.
 Ohmer Fare Register Company, A. J. Haas, Employment Manager, Dayton, Ohio.
 The Timken Roller Bearing Company, F. T. Mackay, Employment Manager, Canton, Ohio.
 Joseph & Feiss Company, May Thomsen, Employment Department, Cleveland, Ohio.

Mosler Safe Company, P. G. Kette, Hamilton, Ohio.
 Sprague Electric Company.
 Rome Wire Company, H. T. Dyett, President, Rome, N. Y.
 Ford Motor Company, S. S. Marquis, Director of Training, Detroit, Mich.
 Long Manufacturing Company, Detroit, Mich.
 Studebaker Corporation, F. A. Brenner, Plant Superintendent, Detroit, Mich.
 Solvay Process Company, E. R. Maurer, Superintendent of Shops, Detroit, Mich.
 Cadillac Motor Car Company, Detroit, Mich.
 Morgan & Wright Company, J. H. Mulloy, Detroit, Mich.
 Detroit Steel Products Company, R. S. Drummond, Detroit, Mich.
 General Aluminum & Brass Manufacturing Company, Detroit, Mich.
 Burroughs Adding Machine Company, R. B. Fleming, Supervisor of Employment, Detroit, Mich.
 Dodge Brothers, F. J. Heyms, Works Manager, Detroit, Mich.
 Detroit Lubricator Company, G. B. Duffield, Superintendent, Detroit, Mich.
 Timken Detroit Axle Company, W. L. McKay, Factory Manager, Detroit, Mich.
 Steel Products Company, C. W. Miller, General Manager, Cleveland, Ohio.
 Stenotype Company, Edward Schildhauer, President, Indianapolis, Ind.
 Haskellite Manufacturing Company, E. K. Pritchett, Purchase Manager, Grand Rapids, Mich.
 Republic Motor Truck Company, J. W. Wilson, Director of Training, Alma, Mich.
 Sparks Withington Company, William Parker, Vice-President, Jackson, Mich.
 Illinois Tool Works, J. D. Sherman, Factory Manager, Chicago, Ill.
 Union Special Machines Company, H. B. Johnson, Factory Manager, Chicago, Ill.
 Thos. A. Edison (Inc.), Orange, N. J.
 Western Cartridge Company, J. L. Donnelly, Secretary, East Alton, Ill.
 Independent Pneumatic Tool Company, F. B. Hamerly, Works Manager, Aurora, Ill.
 Diamond Chain & Manufacturing Company, L. W. Wallace, Indianapolis, Ind.
 General Electric Company, E. H. Barnes, Superintendent, Fort Wayne, Ind.
 Pawling & Harnischfeger Company, Milwaukee, Wis.
 American Optical Company, Royal Parkinson, Employment Manager, Southbridge, Mass.
 Yale & Towne Manufacturing Company, Jos. A. Horne, Vice President, A. F. Bardwell, Stamford, Conn.
 Gray & Davis (Inc.), T. M. Allen, Assistant General Superintendent, Boston, Mass.
 Blanchard Machine Company, Geo. E. Hill, Director of Training, Cambridge, Mass.
 Westinghouse Electric Company, East Pittsburgh, Pa.
 Carlton Machine Tool Company, Cincinnati, Ohio.
 Locomobile Company of America, H. H. Edge, Factory Manager, Bridgeport, Conn.
 Willys-Morrow Company, J. E. Morrow, Secretary and General Manager, Elmira, N. Y.
 Standard Parts Company, H. E. Clay, Plant Manager, Cleveland, Ohio.
 Underwood Typewriter Company, C. D. Rice, Factory Manager, Hartford, Conn.

The following firms in Worcester, Mass., are using the vestibule principle in special efforts at training unskilled men in their shops: The Heald Machine Company; Bradley Car Works; Reed Prntice Company; Sleeper & Hartley (Inc.); Rice Barton & Fales.

National League of Women Workers: National Service Course. Columbia University, New York, N. Y. (Training course for girls' recreational work.)

7. War Industries Board: Employment Management Section, Captain Boyd Fisher, Director. War Emergency Courses in Employment Management, E. D. Jones, Director of Course Materials.

The Government courses on employment management are conducted under the general guidance of a joint committee, composed of representatives of various departments, and under the direct supervision of a staff organized as the Employment Management Section of the War Industries Board.

The instruction is given at leading educational and industrial centers and, for the most part, in cooperation with institutions of higher education under the auspices of—

(1) The War Department—Ordnance Department; Quartermaster General; General Staff, Committee on Education; Adjutant General's Office, Committee on Classification. (2) The Navy Department. (3) The Department of Labor—War Labor Policies Board; United States Employment Service; Woman-in-Industry Service. (4) The War Industries Board. (5) The United States Shipping Board, Emergency Fleet Corporation. (6) Chamber of Commerce of the United States.

In cooperation with:

a. Boston—Harvard University; Massachusetts Institute of Technology; Boston University. b. New York—Columbia University; Bureau of Municipal Research. c. Rochester—University of Rochester. d. Pittsburgh—Carnegie Institute of Technology; University of Pittsburgh. e. Seattle, Wash.—University of Washington. f. Berkeley, Cal.—University of California. g. Cincinnati—University of Cincinnati. h. Cleveland—Case School of Applied Science; Chamber of Commerce. i. United States Shipping Board—Merchant Marine.

(1) *Navigation Schools for Training Deck Officers*: Massachusetts Institute of Technology, Cambridge, Mass., Bradley James, Instructor; Council Chamber, City Building, Rockland, Me., Capt. Charles R. Magee, Instructor; Council Chamber, City Hall, Portland, Me., Capt. Frank A. Wilson, Instructor; Pratt Institute, Brooklyn, N. Y., Capt. John Bond, Instructor; Seamen's Church Institute, 25 South Street, New York, N. Y., Capt. Robert Huntington, Instructor; Uttmak's Academy, 8 State Street, New York, N. Y.,

Capt. Fritz Uttmark, Instructor; Dickinson High School, Newark and Palisade Avenue, Jersey City, N. J.; Capt. Alfred B. Wilson, Instructor; Engineering Building, Philadelphia, Pa.; Samuel Goodwin Barton, Instructor; Customhouse, Baltimore, Md.; J. W. Lindan, Instructor; Central Y. M. C. A. Building, Granby and Freemason Streets, Norfolk, Va.; John H. Stansbury, Instructor; Board of Trade Building, Tampa, Fla.; Niel Storter, Instructor; Conti and Royal Streets, New Orleans, La.; Capt. Ernest E. Bonnar Drake, Instructor; Ferry Building, San Francisco, Cal.; Dr. Sturla Elmarson, Instructor; Chamber of Commerce, Los Angeles, Cal.; Capt. Hugo C. Frerlechs, Instructor; University of Washington, Seattle, Wash.; J. E. Gould, Instructor; Federal Building, Tacoma, Wash.; Prof. Charles D. Shane, Instructor; Portland Railway Light & Power Co. Building, First and Alder Streets, Portland, Oreg.; Dr. Arthur R. Williams, Instructor; Federal Building, sixth floor, Chicago, Ill.; Dr. Oliver J. Lee, Instructor; Case School of Applied Science, Cleveland, Ohio; Petter G. Petterson, Instructor; 352 Post-Office Building, Detroit, Mich.; Donald Wise, Instructor.

(2) *Engineering Schools for Training Engineer Officers:* Massachusetts Institute of Technology, Cambridge, Mass.; Prof. Edward F. Miller, Instructor; Dickinson High School, Newark and Palisade Avenue, Jersey City, N. J.; L. R. Smith, Instructor; Philadelphia Bourse Building, Philadelphia, Pa.; Clinton E. Shaw, Instructor; Johns Hopkins University, Baltimore, Md.; William J. Dapa, Instructor; Pratt Institute, Brooklyn, N. Y.; Samuel S. Edmand, Instructor; Seamen's Church Institute, 25 South Street, New York, N. Y.; Capt. Robert Huntington, Instructor; Tulane University of Louisiana, New Orleans, La.; Prof. James M. Robert, Instructor; University of California, Berkeley, Cal.; D. W. Dickie, Instructor; University of Washington, Seattle, Wash.; Prof. Henry D. Suzallo, Instructor; Case School of Applied Science, Cleveland, Ohio; Prof. Frederick H. Vose, Instructor; Armour Institute of Technology, Chicago, Ill.; Prof. George F. Gebhardt, Instructor.

(3) *Institutes for Purpose of Training Deck and Engineer Crews for the Merchant Marine:* (a) Training ship¹ in operation under the supervision of Capt. Charles E. Littlefield, Receiving Station, Sea Training Department, U. S. S. B. Recruiting Service, 172 Border Street, East Boston, Mass. S. S. *Culcia Austin*, S. S. *Governor Dingley*, S. S. *Governor Cobb*. (b) Training ship under the supervision of Capt. Isaac N. Hibberd, 369 Pine Street, San Francisco, Cal. S. S. *Iris*. (c) Training ships under the supervision of William J. Grambs, 860 Stuart Building, Seattle, Wash. S. S. *Chippewa*, S. S. *Iroquois*. (d) Training ship under the supervision of Capt. Irving L. Evans, Room 504, Marion Building, 1276 West Third Street, Cleveland, Ohio. S. S. *Missouri*. (e) Training ship under the supervision of Capt. Ernest E. B. Drake, Conti and Royal Streets, New Orleans, La. *Mandeville*.

9. United States Shipping Board: Emergency Fleet Corporation, Education and Training Section, Louis E. Reber, Director.

(1) *Shipyards having Training Departments:*¹ American International Corporation, Hog Island, Philadelphia, Pa., E. W. Miller, Director; Atlantic Corporation, Portsmouth, N. H., E. W. Kempton, Director; Baltimore D. D. & S. B. Co., Baltimore, Md., Thos. Holston, Director; Bayles Shipyards, (Inc.), Port Jefferson, Long Island, N. Y., T. G. Hawley, Director; Bethlehem S. B. Corporation, Fore River, Quincy, Mass., O. H. Tomlin, Director; Bethlehem S. B. Corporation, Harlan Plant, Wilmington, Del., G. A. Worn, Director; Bethlehem S. B. Corporation, Sparrows Point Plant, Baltimore, Md., W. T. Butler, Director; Chester S. B. Co., Chester, Pa., J. W. L. Hale, Director; Doullut Williams, New Orleans, La., H. B. Scholfield, Director; Downey S. B. Co., New York, N. Y., J. M. Carver, Director; Federal S. B. Co., Hackensack River, N. J., O. Downs, Director; Housatonic S. B. Co., Stratford, Conn., C. D. Wallach, Director; Jahncke S. B. Corporation, New Orleans, La., M. F. Chatellier, Director; Johnson Shipyards Corporation, Mariners Harbor, N. Y., not appointed; Manitowoc S. B. Co., Manitowoc, Wis., Cyrus A. Casey, Director; Maryland S. B. Co., Sollers Point, Md., J. M. Ferguson, Director; McDougall-Duluth Co., Duluth, Minn., W. S. Covey, Director; Merchants S. B. Co., Bristol, Pa., M. C. Miller, Director; Merrill-Stevens S. B. Corporation, Jacksonville Plant, Jacksonville, Fla., C. W. Hesch, Director; Mobile S. B. Co., Mobile, Ala., H. K. Maitland, Director; Moore S. B. Co., Oakland, Cal., Chas. Wentworth Hill, Director; Newburgh Shipyards, (Inc.), Newburgh, N. Y., W. S. Wells, Director; Newport News, S. B. & D. D. Co., Newport News, Va., W. B. Ashe, Director; Pusey & Jones, New Jersey Plant, Gloucester, N. J., H. V. Mason, Director; Pusey & Jones, Pennsylvania Plant, Gloucester, N. J., H. V. Mason, Director; Pusey & Jones, Wilmington, Del., W. W. Spiegelhalter, Director; Saginaw S. B. Co., Saginaw, Mich.; Standard S. B. Co., Shooters Island, Long Island, N. Y., G. B. Spencer, Director; Staten Island S. B. Co., Port Richmond, N. Y., J. H. Davidson, Director; Submarine Boat Corporation, Newark, N. J., H. H. Tukey, Director; Sun S. B. Co., Chester, Pa., Wm. F. Wright, Director; Tampa S. B. & Engr. Co., Tampa, Fla., Max Kreher, Director.

(2) *Shipyards Having Instructors' Training Centers:*² American International Corporation, Hog Island, Philadelphia, E. M. Longfield, Director; American S. B. Co., Brunswick Plant, Brunswick, Ga., R. E. Ellis, Director; American S. B. Co., Detroit Plant, Detroit, Mich., (B. L. Affleck),³ Director; Atlantic

¹ A Training Department is maintained by a shipyard for the teaching of shipyard crafts to green workmen. The teaching staff of a Training Department is trained under the supervision of the Educational and Training Section, but is paid by the shipyard.

² Instructor training centers are maintained for the purpose of teaching skilled workmen how to impart their knowledge to others, and upon completion of their work they become instructors in the training departments at their respective yards. The teaching staff of a training center is composed of the regular staff instructors of the Education and Training Section.

³ Names of local directors in parentheses indicate the men formerly in charge of centers which have now completed their work.

Corporation., Portsmouth, N. H., W. B. Henry, Director; Doullut Williams, New Orleans, La., E. L. Baird, Director; Downey S. B. Corporation, New York, N. Y., (J. A. Fisher), Director; Federal S. B. Corporation, Hackensack River, N. J., (W. A. Kreider), Director; Groton Iron Works, Groton, Conn., E. W. Beck, Director; Craig S. B. Co., Long Beach, Cal., M. J. Kane, Director; Hanlon D. D. & S. B. Co., Oakland, Cal., F. W. Wetmore, Director; Housatonic S. B. Co. (Inc.), Stratford, Conn., (E. A. Krause), Director; Liberty S. B. Co., Wilmington, N. C., A. F. Dodge, Director; Manitowoc S. B. Co., Manitowoc, Wis., D. E. Garver, Director; McDougall-Duluth Co., Duluth, Minn., (T. F. Fisher), Director; Maryland S. B. Co., Solters Point, Baltimore, Md., E. D. Dee, Director; Merchants S. B. Corporation Plant, Bristol, Pa., C. A. Burrige, Director; Merrill-Stevens S. B. Corporation Jack Plant, Jacksonville, Fla., H. W. Clarke, Director; Mobile S. B. Co., Mobile, Ala., W. E. Fiske, Director; Moore S. B. Co., Oakland, Cal., H. B. Adams, Director; Newport News S. B. & D. D. Co., Newport News, Va., (C. M. Bennett), Director; Newburgh Shipyards (Inc.), Newburgh, N. Y., M. G. Twichell, Director; Northwest Steel Co., Portland, Oreg., Newton Van Dusen, Director; Pacific Coast S. B. Co., San Francisco, Cal., N. D. Cook, Director; Pensacola S. B. Co., Pensacola, Fla., W. E. Fiske, Director; Shattuck S. B. Corporation, Piscataqua River, Portsmouth, N. H., (M. J. Moriarty), Director; Standard S. B. Corporation, Mariners' Harbor, Staten Island, N. Y., (A. W. Dodge), Director; Staten Island S. B. Co., Port Richmond, N. Y., Chas. R. Bennett, Director; Submarine Boat Corporation, Newark, N. J., Jay Fiske, Director; Sun S. B. Co., Chester, Pa., W. A. Krieger, Director; Toad S. B. & Constr. Co., Tacoma, Wash., B. L. Affieck, Director; Union Construction Co., Oakland, Cal., F. W. Alder, Director; Virginia S. B. Co., Alexandria, Va., H. S. Hall, Director; Western Pipe & Steel Co., San Francisco, Cal., P. D. Croncy, Director.

10. United States Geographic Board, Andrew Braid, chairman.

11. Commission of Fine Arts, Charles Moore, chairman.

IX.—PRINCIPAL STATE SCHOOL OFFICERS.¹

States and officers.	Official designation.	Address.
Alabama:		
Spright Dowell.....	State superintendent of education.....	Montgomery.
James N. Gunnels.....	Chief clerk.....	Do.
R. E. Tidwell.....	Director of institutes.....	Do.
J. B. Hobdy.....	Rural-school agent.....	Do.
J. L. Sibbey.....	do.....	Do.
John B. Clark.....	Secretary State board of teachers' examiners.....	Do.
J. S. Thomas.....	High-school inspector.....	University.
W. C. Blasingsame.....	do.....	Auburn.
Alaska:		
Lester D. Henderson.....	Commissioner of education.....	Juneau.
Arizona:		
C. O. Case.....	State superintendent of public instruction.....	Phoenix.
Frank Dykes.....	Assistant superintendent.....	Do.
L. Colodny.....	State director of vocational education.....	Do.
Arkansas:		
J. L. Bond.....	State superintendent of public instruction.....	Little Rock.
E. H. Shinn.....	Deputy.....	Do.
N. M. Whaley.....	Assistant deputy.....	Do.
A. B. Hill.....	Supervisor of secondary schools.....	Do.
J. A. Preeson.....	State agent, rural schools for Negroes.....	Do.
California:		
Will C. Wood.....	Superintendent of public instruction.....	Sacramento.
M. G. Hyatt.....	Deputy superintendent.....	Do.
	Assistant superintendent and commissioner of sec-	Do.
	ondary schools.....	
Margaret Schallenberger	Assistant superintendent and commissioner of ele-	Do.
McNaught.....	mentary schools.....	
Edwin R. Snyder.....	Assistant superintendent and commissioner of	Do.
	vocational and industrial education.....	
Canal Zone:		
A. R. Lang.....	Superintendent of schools.....	Balboa Heights
F. X. Karrer.....	Supervisor of grades.....	Do.
Alice Alexander.....	do.....	Do.
Colorado:		
Mrs. Mary C. C. Bradford.....	State superintendent of public instruction.....	Denver.
Alice B. Clark.....	Deputy State superintendent.....	Do.
Connecticut:		
Charles D. Hine.....	Secretary of State board of education.....	Hartford.
H. C. Morrison.....	Assistant secretary State board of education.....	Do.
Morton Snyder.....	High-school inspector.....	Do.
F. J. Trinder.....	Trade-school supervisor.....	New Britain.
Delaware:		
L. R. Spald.....	State commissioner of education.....	Dover.
A. C. Armstrong.....	State supervisor of agriculture.....	Do.
District of Columbia:		
F. L. Thurston.....	Superintendent of schools.....	Washington.
S. E. Kramer.....	Assistant superintendent.....	Do.
R. C. Bruce.....	do.....	Do.

¹ For other officers of State vocational boards see pp. 149-172.

IX.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
Florida:		
W. N. Sheats.....	State superintendent of public instruction.....	Tallahassee.
R. L. Turner.....	State inspector of rural schools.....	Inverness.
Shelton Phillips.....	do.....	Williston.
W. S. Cawthon.....	State high-school inspector.....	Gainesville.
Georgia:		
M. L. Brittain.....	State superintendent of schools.....	Atlanta.
Miss C. S. Parrish.....	State supervisor of rural schools (North Georgia).....	Do.
F. E. Land.....	State supervisor of rural schools (South Georgia).....	Macon.
J. O. Martin.....	State supervisor of rural schools (Middle Georgia).....	Covington.
M. L. Dugan.....	Rural-school agent.....	Atlanta.
Joseph S. Stewart.....	State high-school inspector (University of Georgia).....	Athens.
J. W. Stephens.....	State school auditor.....	Atlanta.
George D. Godard.....	Special supervisor (for Negroes).....	Milner.
Hawaii:		
Henry W. Kinney.....	Superintendent of public instruction.....	Honolulu.
Idaho:		
Ethel E. Redfield.....	State superintendent of public instruction.....	Boise.
Enoch A. Bryan.....	Commissioner of education.....	Do.
Illinois:		
Francis G. Blair.....	State superintendent of public instruction.....	Springfield.
John Calvin Hanna.....	High-school inspector.....	Do.
U. J. Hoffman.....	State supervisor of country and village schools.....	Do.
W. S. Booth.....	do.....	Do.
Indiana:		
Horace Ellis (Linnaeus H. Hines, after March 15).....	State superintendent of public instruction.....	Indianapolis.
Benjamin J. Burris.....	Assistant superintendent.....	Do.
Robert K. Devricks.....	Deputy.....	Do.
J. G. Collicott.....	Director of vocational education.....	Do.
Z. M. Smith.....	Supervisor of agricultural education.....	Do.
Bertha Latta.....	Assistant in vocational education.....	Do.
Oscar H. Williams.....	High-school inspector.....	Do.
Fred Gladden.....	Clerk State board of education.....	Do.
Bert Morgan.....	Clerk State Teachers' Retirement Fund Board.....	Do.
Iowa:		
A. M. Devoe (P. E. McClenahan, after July 1, 1919).....	State superintendent of public instruction.....	Des Moines.
F. D. Joseph.....	Deputy.....	Do.
H. C. Hollingsworth.....	Chief clerk.....	Do.
M. R. Fayram.....	Inspector normal training in high schools.....	Do.
J. A. Woodruff.....	Inspector rural and consolidated schools.....	Do.
F. A. Welch.....	Inspector graded and high schools.....	Do.
B. W. Hoadley.....	do.....	Do.
Kansas:		
Lizzie Wooster.....	State superintendent of public instruction.....	Topeka.
C. E. St. John.....	Assistant superintendent.....	Do.
L. D. Whittemore.....	Secretary State board of education.....	Do.
C. C. Brown.....	High-school supervisor.....	Do.
O. B. Seyster.....	do.....	Do.
Julia M. Stone.....	Rural-school supervisor.....	Do.
J. A. Shoemaker.....	do.....	Do.
W. S. Snedder.....	Chief clerk.....	Do.
Kentucky:		
V. O. Gilbert.....	State superintendent of public instruction.....	Frankfort.
A. J. Jolly.....	Assistant superintendent.....	Do.
Paul F. Meagher.....	Chief clerk.....	Do.
M. F. Pogue.....	School inspector.....	Do.
McHenry Rhoads.....	State supervisor of high schools.....	Lexington.
J. V. Chapman.....	State supervisor of rural schools.....	Frankfort.
F. C. Button.....	do.....	Do.
Lida E. Gardner.....	State organizer school-improvement leagues and parent-teacher associations.....	Do.
Louisiana:		
T. H. Harris.....	State superintendent of public education.....	Baton Rouge.
C. A. Ives.....	High-school inspector.....	Do.
John M. Foote.....	Chief State rural-school supervisor.....	Do.
C. F. Trudeau.....	Assistant high-school inspector.....	Do.
Leo M. Favrot.....	State agent of rural schools for Negroes.....	Do.
P. L. Gillean.....	Supervisor of agricultural schools (State University).....	Do.
John R. Conniff.....	Chairman State teachers' examining committee.....	Do.
Clora C. Helbinz.....	State supervisor of home economics departments.....	Do.
John E. Lombard.....	State supervisor of trade and industrial schools.....	Do.
John Dominique.....	State supervisor of penmanship.....	Natchitoches.
Maine:		
Augustus O. Thomas.....	State superintendent of public schools.....	Augusta.
G. W. Starkey.....	Deputy.....	Do.
Josiah W. Taylor.....	Agent for secondary education.....	Do.
H. A. Allan.....	Agent for rural education.....	Do.
Florence M. Hale.....	do.....	Do.
A. W. Gordon.....	General agent for schools in unorganized townships.....	Do.
P. H. Smiley.....	Supervisor of practical arts.....	Gorham.
Bernardine Cooney.....	Supervisor of household arts.....	Farlington.

IX.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
Maryland:		
M. Bates Stephens	State superintendent of schools	Baltimore.
G. H. Reavis	Assistant State superintendent	Do.
S. M. North	Supervisor of high schools	Do.
Wm. J. Holloway	Supervisor of rural schools	Do.
J. W. Huffington	Supervisor of colored schools	Do.
H. F. Cotterman	Supervisor of vocational agriculture	Do.
L. A. Emerson	Supervisor of industrial education	Do.
Agnes Saunders	Supervisor of home economics	Do.
William Burdick	Supervisor of physical education	Do.
Isaac L. Otis	Supervisor of entrance to professional schools	Do.
Massachusetts:		
Payson Smith	State commissioner of education	Boston.
Frank W. Wright	Deputy commissioner	Do.
Robert O. Small	do.	Do.
Clarence D. Kingsley	Agent for high schools	Do.
Burr F. Jones	Agent for elementary schools	Do.
Walter L. Hamilton	Agent for research	Do.
Robert I. Bramhall	Agent for registration of teachers	Do.
M. Norcross Stratton	Agent for industrial teacher training courses	Do.
Edward C. Baldwin	Business agent	Do.
Michigan:		
Fred L. Keeler	State superintendent of public instruction	Lansing. ✓
John M. Munson	Deputy superintendent	Do.
G. N. Otwell	Assistant superintendent	Do.
W. L. Coffey	do.	Do.
Ella M. Smith	County normal supervisor	Do.
Minnesota:		
J. M. McConnell	State superintendent of education	St. Paul.
P. C. Tønning	Assistant	Do.
G. M. Cesander	do.	Do.
E. M. Phillips	High-school inspector	Do.
Annie E. Shelland	Rural-school supervisor	Do.
S. A. Chalmers	Commissioner of school buildings	Minneapolis.
R. B. MacLean	Graded-school inspector	St. Paul.
J. G. Norby	Assistant inspector	Do.
E. T. Critchett	Director teachers' employment bureau and secretary of teachers' retirement fund	Do.
H. E. Flynn	Supervisor teachers' training departments	Do.
C. C. Swain	Rural-school commissioner	Do.
E. M. Phillips	Director of vocational education	Do.
B. M. Gile	Supervisor of agriculture	Do.
G. A. McGarvey	Supervisor of trades and industrial training	Do.
Mildred Weigley	Supervisor of home economics training	Do.
Mississippi:		
W. F. Bond	State superintendent of public education	Jackson.
J. W. Broom	Assistant superintendent of public education	Do.
J. T. Calhoun	State supervisor rural schools	Do.
J. C. Fant	High-school inspector	University.
Bura Hilbun	State supervisor of Negro schools	Collins.
F. J. Hubbard	Director of secondary agricultural education	Jackson.
Missouri:		
Samuel A. Baker	State superintendent of public schools	Jefferson City.
W. M. Oakerson	Chief clerk	Do.
P. P. Callaway	Teacher-training inspector	Do.
D. W. Clayton	High-school inspector	Do.
F. C. Irion	do.	Do.
T. J. Walker	Rural-school inspector	Do.
A. G. Capps	Statistician	Do.
Montana:		
May Trumper	State superintendent of public instruction	Helena.
L. R. Foote	Deputy	Do.
Adelaide M. Ayer	Rural-school inspector	Do.
Charles M. Reinohl	do.	Do.
Nebraska:		
W. H. Clemmons	State superintendent of public instruction	Lincoln.
J. A. Woodard	Deputy superintendent of public instruction	Do.
Cora A. Thompson	Assistant superintendent of public instruction	Do.
A. H. Dixon	Normal-training inspector	Do.
Alice Florer	Rural-school inspector	Do.
Nevada:		
W. J. Hunting	State superintendent of public instruction	Carson City.
Bertha C. Knemeyer	Deputy superintendent of public instruction	Elko.
James V. Comerford	do.	Ely.
Chauncey W. Smith	do.	Fallon.
George E. McCracken	do.	Reno.
G. E. Anderson	do.	Las Vegas.
Leslie E. Brigham	State director of vocational education	Carson City.
New Hampshire:		
E. W. Butterfield	State superintendent of public instruction	Concord.
George H. Whitcher	Deputy superintendent of public instruction	Do.
Harriet L. Huntress	do.	Do.
James N. Pringle	do.	Do.

1 On leave of absence with Federal Board for Vocational Education.

IX.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
New Hampshire—Continued.		
Robert J. Mitchell.....	Inspector child-labor service.....	New Market.
F. M. Gunn.....	do.....	Newport.
John Bishop.....	Attendance officer.....	Concord.
New Jersey		
Calvin N. Kendall.....	State commissioner of education.....	Trenton.
John Enright.....	Deputy commissioner and in charge of hearings in controversies and disputes.....	Do.
A. B. Mercilith.....	Assistant commissioner, secondary education.....	Do.
Zeus E. Scott.....	Assistant commissioner, elementary education.....	Do.
Wesley A. O'Leary.....	Assistant commissioner, industrial education, including agriculture.....	Do.
New Mexico:		
J. Howard Wagner.....	State superintendent of public instruction.....	Santa Fe.
John V. Conway.....	Assistant superintendent of public instruction.....	Do.
Ruth Coleman Miller.....	State director of industrial education.....	Do.
E. D. Smith.....	Director of vocational agriculture.....	Do.
George Lougee.....	Chief clerk.....	Do.
New York:		
John H. Finley.....	State commissioner of education.....	Albany.
Thomas E. Finegan.....	Deputy commissioner and assistant commissioner for elementary education.....	Do.
Augustus S. Downing.....	Assistant commissioner and director of professional education.....	Do.
Charles F. Wheelock.....	Assistant commissioner for secondary education.....	Do.
James I. Weyer, Jr.....	Director of State library.....	Do.
John M. Clarke.....	Director of science and State museum.....	Do.
Hiram C. Case.....	Chief of administration division.....	Do.
James D. Sullivan.....	Chief of attendance division.....	Do.
William R. Watson.....	Chief of educational extension division.....	Do.
George M. Wiley.....	Director of examinations and inspections.....	Do.
James Sullivan.....	Director of archives and history division.....	Do.
Frank H. Wood.....	Chief of school buildings and grounds.....	Do.
Frank B. Gilbert.....	Chief of law division.....	Do.
Frank K. Walter.....	Vice director of library school.....	Do.
Sherman Williams.....	Chief of school libraries division.....	Do.
Alfred W. Abrams.....	Chief of visual instruction division.....	Do.
Lewis A. Wilson.....	Director of agricultural and industrial education.....	Do.
North Carolina:		
J. Y. Joyner.....	State superintendent of public instruction.....	Raleigh.
W. H. Pittman.....	Chief clerk.....	Do.
L. C. Brogden.....	State agent for rural schools.....	Do.
N. C. Newbold.....	State agent for rural colored schools.....	Do.
E. E. Sams.....	Supervisor of teacher training.....	Do.
N. W. Walker.....	Inspector of public high schools.....	Chapel Hill.
T. E. Browne.....	Supervisor of vocational education.....	Raleigh.
North Dakota:		
Minnie Neilson.....	State superintendent of public instruction.....	Bismarck.
Helen J. Sullivan.....	Assistant State superintendent.....	Do.
K. B. Macdonald.....	Deputy.....	Do.
E. R. Edwards.....	High-school inspector.....	Jamestown.
Edward Erickson.....	State rural-school inspector.....	Bismarck.
Ohio:		
F. B. Pearson.....	Superintendent of public instruction.....	Columbus.
Vernon M. Kiegel.....	Assistant superintendent of public instruction.....	Do.
H. D. Swygert.....	Statistician.....	Do.
C. E. Oliver.....	High-school inspector.....	Do.
E. F. Warner.....	do.....	Do.
F. C. Land-sittel.....	do.....	Do.
George R. Twiss.....	do.....	Do.
Samuel L. Eby.....	do.....	Do.
W. M. Aiken.....	do.....	Do.
Oklahoma:		
Robert H. Wilson.....	State superintendent of public instruction.....	Oklahoma.
E. N. Collette.....	Assistant superintendent.....	Do.
Fred A. McCaulley.....	Agricultural assistant.....	Do.
A. C. Parsons.....	High-school inspector.....	Norman.
U. J. Griffith.....	do.....	Do.
E. A. Duke.....	Rural-school supervisor.....	Do.
W. T. Hunt.....	Chief clerk.....	Oklahoma.
Oregon:		
J. A. Churchill.....	State superintendent of public instruction.....	Salem.
E. F. Carleton.....	Assistant State superintendent.....	Do.
Frank K. Welles.....	do.....	Do.
N. C. Maris.....	Field worker in industrial fairs.....	Do.
L. P. Harrington.....	do.....	Do.
Pennsylvania:		
Nathan C. Schaeffer.....	State superintendent of public instruction.....	Harrisburg.
R. McNeal.....	Deputy superintendent.....	Do.
Reed B. Teitrick.....	do.....	Do.
C. D. Koch.....	High-school inspector.....	Do.
William S. Taft.....	do.....	Do.
W. M. Denison.....	do.....	Do.
James G. Pentz.....	do.....	Do.
M. B. King.....	Director of industrial education.....	Do.
L. H. Dennis.....	Director of agricultural education.....	Do.

IX.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
Philippine Islands:		
W. W. Marguardt.....	Director of education.....	Manila.
Luther B. Bewley.....	Assistant director of education.....	Do.
Camilo Oslas.....	Second assistant director of education.....	Do.
Carl M. Moore.....	Superintendent, Department of Mindanao and Sulu.	Do.
Porto Rico:		
Paul G. Miller.....	Commissioner of education.....	San Juan.
Carey Hinkle.....	Assistant commissioner.....	Do.
Ward C. McCroskey.....	Secretary of department.....	Do.
M. A. Dacout.....	General superintendent.....	Do.
Francisco Viscarrondo.....	do.....	Do.
Jose Gonzalez Ginorio.....	General superintendent of Spanish.....	Do.
Grace J. Ferguson.....	Supervisor of home economics.....	Do.
P. J. McMillan.....	Supervisor of manual arts.....	Do.
A. J. Sykes.....	Supervisor of agriculture.....	Do.
George A. Harriman.....	Chief, division of property and accounts.....	Do.
A. Gonzalez Font.....	Chief, division of school board accounts.....	Do.
Rhode Island:		
Walter E. Ranger.....	Commissioner of public schools.....	Providence.
Emerson L. Adams.....	Assistant commissioner.....	Do.
Charles Carroll.....	Secretary.....	Do.
Stephen S. Colvin.....	Inspector of high schools.....	Do.
Anne W. Congdon.....	Library visitor.....	Do.
South Carolina:		
J. E. Swearingen.....	State superintendent of education.....	Columbia.
W. A. Shealy.....	Assistant State superintendent.....	Do.
J. A. Stoddard.....	State high-school inspector.....	Do.
Lueco Gunter.....	State supervisor of elementary rural schools.....	Do.
Geo. D. Brown.....	State supervisor of mill schools.....	Do.
R. E. Lee.....	State school architect.....	Clemson College.
Verd Peterson.....	State supervisor of agricultural instruction.....	Do.
Edna F. Coith.....	State supervisor of domestic science (Winthrop College).	Rock Hill.
J. H. Brannon.....	State supervisor of negro schools.....	Columbia.
South Dakota:		
Fred L. Shaw.....	State superintendent of public instruction.....	Pierre.
Charles T. King.....	Deputy superintendent.....	Do.
Tennessee:		
S. W. Sherrill.....	State superintendent of public instruction.....	Nashville.
A. S. Williams.....	State high-school inspector.....	Do.
J. B. Brown.....	State elementary-school inspector.....	Do.
S. L. Smith.....	State rural-school supervisor.....	Do.
Texas:		
Annie Webb Blanton.....	State superintendent of public instruction.....	Austin.
S. H. Whitley.....	First assistant State superintendent.....	Do.
E. G. Grafton.....	Assistant State superintendent.....	Do.
W. S. Fleming.....	do.....	Do.
Julius F. McDonald.....	Supervisor of public high schools.....	Do.
J. D. Blackwell.....	Director of vocational agriculture.....	Do.
E. L. White.....	Division of rural schools.....	Do.
L. T. Cunningham.....	Rural-school supervisor.....	Do.
L. Z. Timmons.....	do.....	Do.
N. J. Clancy.....	Statistician.....	Do.
Grover Lewis.....	Auditor.....	Do.
C. A. Murray.....	Certificate clerk.....	Do.
C. A. Jay.....	Chairman State board of examiners.....	Do.
W. S. Brandenberger.....	Secretary State board of examiners.....	Do.
Walker King.....	College examiner of State board of examiners.....	Do.
L. E. Dudley.....	Supervisor of public high schools.....	Do.
G. A. Porter.....	do.....	Do.
J. P. Burk.....	do.....	Do.
Emma L. Brown.....	do.....	Do.
Rebecca Switzer.....	do.....	Do.
Utah:		
E. G. Gowans.....	State superintendent of public instruction.....	Salt Lake City.
E. J. Norton.....	Deputy superintendent.....	Do.
Mosiah Hall.....	State high-school inspector.....	Do.
Francis W. Kirkham.....	Director of vocational education.....	Do.
I. B. Ball.....	State supervisor in agriculture.....	Do.
Jean Cox.....	State supervisor in home economics.....	Do.
Vermont:		
M. B. Hillegas.....	Commissioner of education.....	Montpelier.
Clyde M. Hill.....	State supervisor of junior high schools.....	Do.
Virginia:		
Harris Hart.....	State superintendent of public instruction.....	Richmond.
W. T. Hodges.....	Supervisor of rural schools.....	Do.
E. E. Worrell.....	do.....	Do.
Arthur D. Wright.....	Supervisor of colored schools.....	Do.
Thomas D. Eason.....	Supervisor of agricultural schools.....	Do.
S. P. Duke.....	Supervisor of high schools.....	Do.
J. N. Hillman.....	Supervisor of teacher training.....	Do.
J. H. Montgomery.....	Executive secretary Cooperative Education Association.	Do.

IX.—PRINCIPAL STATE SCHOOL OFFICERS—Continued.

States and officers.	Official designation.	Address.
Washington:		
Mrs. Josephine C. Preston.....	State superintendent of public instruction.....	Olympia.
Arthur Wilson.....	Assistant superintendent.....	Do.
Addie E. Dickinson.....	Deputy superintendent.....	Do.
Edwin Twitmyer.....	High-school inspector.....	Seattle.
Blanche A. Nagel.....	Rural assistant.....	Olympia.
Rose R. Fowler.....	Secretary State board of examiners.....	Do.
West Virginia:		
M. P. Shawkey.....	State superintendent of free schools.....	Charleston.
E. E. Knight.....	Assistant State superintendent.....	Do.
L. L. Friend.....	Supervisor of high schools.....	Do.
L. J. Hanifan.....	Supervisor of rural schools.....	Do.
Geo. E. Hubbs.....	Supervisor of examinations.....	Do.
J. F. Marsh.....	Secretary of State board of regents.....	Do.
Wisconsin:		
C. P. Cary.....	State superintendent of public schools.....	Madison.
Carter Alexander.....	Assistant State superintendent.....	Do.
C. L. Harper.....	Second assistant State superintendent.....	Do.
O. B. Rice.....	Supervisor of school libraries.....	Do.
W. W. Thelsen.....	Supervisor of educational measurements.....	Do.
Cecil W. Fleming.....	Assistant supervisor of educational measurements.....	Do.
H. L. Terry.....	High-school supervisor.....	Do.
H. N. Goddard.....	do.....	Do.
T. W. Gosling.....	do.....	Do.
A. B. Cook.....	Supervisor of day schools for the deaf and blind.....	Do.
J. M. Dorrans.....	Manual-training supervisor.....	Do.
Geo. H. Drewry.....	State school supervisor.....	Do.
S. Miles Thomas.....	do.....	Do.
W. T. Anderson.....	do.....	Do.
A. A. Thomson.....	Supervisor of rural schools.....	Do.
Walter E. Larson.....	do.....	Do.
Annie Reynolds.....	Supervisor of grades.....	Do.
Maybelle Bush.....	do.....	Do.
Amy Bronsky.....	do.....	Do.
Helen Goodspeed.....	Supervisor of domestic science.....	Do.
Elizabeth L. Woods.....	Supervisor of exceptional classes.....	Do.
Wyoming:		
Edith K. O. Clark.....	State superintendent of public instruction.....	Cheyenne.
Thomas B. McDonough.....	Deputy superintendent of public instruction.....	Do.
J. O. Creager.....	Commissioner of education.....	Do.
Jennie G. McGuffey.....	Chief of the bureau of certification.....	Do.

X.—EXECUTIVE OFFICERS OF STATE BOARDS OF EDUCATION.¹

Officers of the board.	Post-office address.	Other official title.
Thomas Riggs, Jr., president.....	Juneau, Alaska.....	Governor.
George W. P. Hunt, chairman.....	Phoenix, Ariz.....	Do.
C. O. Case, secretary.....	do.....	State superintendent of public instruction.
J. L. Bond, chairman.....	Little Rock, Ark.....	Do.
B. W. Torreyson, secretary.....	Conway, Ark.....	
Edward Hyatt, secretary.....	Sacramento, Cal.....	Superintendent of public instruction.
Mary C. C. Bradford, president.....	Denver, Colo.....	Do.
Alice B. Clark, secretary.....	do.....	Deputy State superintendent.
Marcus H. Holcomb, president.....	Southington, Conn.....	Governor.
Charles D. Hine, secretary.....	Hartford, Conn.....	
Clifford J. Scott, president.....	Wilmington, Del.....	
A. R. Spald, secretary.....	Dover, Del.....	State commissioner of education.
Mrs. Margarita Spaulding Gerry, acting president.....	Washington, D. C.....	
H. O. Hine, secretary.....	do.....	
Sidney J. Catts, president.....	Tallahassee, Fla.....	Governor.
W. N. Sheats, secretary.....	do.....	State superintendent of public instruction.
Hugh M. Dorsey, president.....	Atlanta, Ga.....	Governor.
M. L. Brittain, secretary and executive.....	do.....	State superintendent of schools.
Evan Evans, president.....	Grangeville, Idaho.....	
J. A. Keefer, secretary.....	Shoshone, Idaho.....	
Horace Ellis, president (L. N. Hines, after March 15.).....	Indianapolis, Ind.....	Do.
W. W. Parsons, secretary.....	Terre Haute, Ind.....	
D. D. Murphy, president.....	Elkader, Iowa.....	
W. H. Gemmill, secretary.....	Des Moines, Iowa.....	
Lizette Wooster, president.....	Topeka, Kans.....	Do.
L. D. Whittemore, secretary.....	do.....	

¹ Forty-one States have State boards of education, as here indicated, including New York State Board of Regents.

X.—EXECUTIVE OFFICERS OF THE STATE BOARDS OF EDUCATION—Continued.

Officers of the board.	Post-office address.	Other official title.
V. O. Gilbert, chairman.....	Frankfort, Ky.....	State superintendent of public instruction.
E. L. Kidd, president.....	Ruston, La.....	
T. H. Harris, secretary.....	Baton Rouge, La.....	State superintendent of public education.
Thomas H. Lewis, president.....	Westminster, Md.....	President Western Maryland College.
M. Bates Stephens, secretary.....	Baltimore, Md.....	State superintendent of public education
Frederick P. Fish, chairman.....	Boston, Mass.....	
Payson Smith, executive officer.....	do.....	State commissioner of education.
Frank Cody, president.....	Detroit, Mich.....	
Fred L. Keeler, secretary.....	Lansing, Mich.....	State superintendent of public instruction.
W. F. Bond, president.....	Jackson, Miss.....	State superintendent of public education.
J. W. Power, secretary.....	do.....	Secretary of state.
Samuel A. Baker, president.....	Jefferson City, Mo.....	State superintendent of public schools.
John L. Sullivan, secretary.....	do.....	Secretary of state.
S. V. Stewart, president.....	Helena, Mont.....	Governor.
May Trumper, secretary.....	do.....	State superintendent of public instruction.
Emmet D. Boyle, president.....	Carson City, Nev.....	Governor.
W. J. Hunting, secretary.....	do.....	State superintendent of public instruction.
M. A. Rice, president.....	Atlantic Highlands, N. J.....	
Calvin N. Kendall, secretary.....	Trenton, N. J.....	State commissioner of education.
W. E. Lindsey, president.....	Santa Fe, N. Mex.....	Governor.
J. Harold Wagner, secretary.....	do.....	State superintendent of public instruction.
Pliny T. Sexton, chancellor of the university.....	Palmyra, N. Y.....	
John H. Finley, chief executive.....	Albany, N. Y.....	President of the university and State commissioner of education.
T. W. Bickett, president.....	Raleigh, N. C.....	Governor.
J. Y. Joyner, secretary.....	do.....	State superintendent of public instruction.
Minnie Neilson, president.....	Bismarck, N. Dak.....	Superintendent of public instruction.
K. B. Macdonald, secretary.....	do.....	Deputy superintendent of public instruction.
Alfred Vivian, president.....	Columbus, Ohio.....	Dean of College of Agriculture (State University).
F. B. Pearson, secretary.....	do.....	Superintendent of public instruction.
R. H. Wilson, chairman.....	Oklahoma, Okla.....	State superintendent of public instruction.
T. T. Montgomery, secretary.....	do.....	
James Withycomb, president.....	Salem, Oreg.....	Governor.
J. A. Churchill, secretary.....	do.....	State superintendent of public instruction.
Nathan C. Schaeffer, president.....	Harrisburg, Pa.....	Do.
J. George Becht, executive secretary.....	do.....	
R. L. Beeckman, president.....	Newport, R. I.....	Governor.
Walter E. Ranger, secretary.....	Providence, R. I.....	Commissioner of public schools.
Richard I. Manning, chairman.....	Columbia, S. C.....	Governor.
J. E. Swearingen, secretary.....	do.....	State superintendent of education.
P. L. Harned, president.....	Clarksville, Tenn.....	President of State board of industrial education.
B. W. Sherrill, ex officio secretary.....	Nashville, Tenn.....	State superintendent of public instruction.
W. P. Hobby, president.....	Austin, Tex.....	Governor.
Annie Webb Blanton, secretary.....	do.....	State superintendent of public instruction.
E. G. Gowans, chairman.....	Salt Lake City, Utah.....	Do.
J. A. Widtsoe, secretary.....	do.....	
E. J. Norton, assistant secretary.....	do.....	Deputy superintendent.
James Hartness, chairman.....	Springfield, Vt.....	
Rollo G. Reynolds, executive clerk.....	Montpelier, Vt.....	
Harris Hart, president.....	Richmond, Va.....	State superintendent of public instruction.
William R. Smith, secretary.....	do.....	
Mrs. Josephine C. Preston, president.....	Olympia, Wash.....	Do.
Arthur Wilson, acting secretary.....	do.....	Assistant superintendent of public instruction.
M. P. Shawkey, president.....	Charleston, W. Va.....	State superintendent of free schools.
J. F. Marsh, secretary.....	do.....	
Herman Grothorff, president.....	Madison, Wis.....	
F. S. Lamb, secretary.....	do.....	
S. A. Huston, chairman.....	Cheyenne, Wyo.....	
J. O. Creager, secretary.....	do.....	Commissioner of education.

XI.—EXECUTIVE OFFICERS OF STATE LIBRARY COMMISSIONS.¹

Executive officer.	Post-office address.	Name of commission.
Thomas M. Owen, director.....	State Capitol, Montgomery, Ala.	State department of archives and history, library extension division.
George B. Rose, chairman.....	Little Rock, Ark.....	Arkansas library commission.
Milton J. Ferguson, State librarian.	Sacramento, Cal.....	California State library.
Chalmers Hadley, president.....	Public Library, Denver, Colo.	State board of library commissioners.
Carrie M. Cushing, librarian and clerk.	The Capitol, Denver, Colo..	State traveling library commission.
C. D. Hine, chairman.....	Hartford, Conn.....	Connecticut public library committee.
Earle D. Willey, secretary.....	State Library, Dover, Del...	State library commission.
Susie Crumley, organizer.....	Carnegie Library, Atlanta, Ga.	Do.
Mrs. Marie M. Schreiber, secretary.	Statehouse, Boise, Idaho....	Do.
Anna M. Price, secretary.....	Springfield, Ill.....	Illinois library extension commission.
William J. Hamilton, secretary...	Statehouse, Indianapolis, Ind.	State public library commission.
Julia A. Robinson, secretary.....	State Historical Building, Des Moines, Iowa.	State library commission.
Mrs. Adrian Greene, secretary.....	State Library, Topeka, Kans.	Kansas traveling libraries commission.
Fannie C. Rawson, secretary.....	Capitol, Frankfort, Ky.....	Kentucky library commission.
Henry E. Dunnack, secretary.....	State Library, Augusta, Me.	Maine library commission.
Mrs. M. A. Newell, secretary.....	Enoch Pratt Free Library, Baltimore, Md.	Maryland public library commission.
E. Louise Jones, general secretary and library adviser.	State Library, Boston, Mass.	Massachusetts free public library commission.
Mrs. Mary C. Spencer, secretary....	State Library, Lansing, Mich.	State board of library commissioners.
Clara F. Baldwin, director.....	The Capitol, St. Paul, Minn..	State public library commission.
Elizabeth B. Wales, secretary.....	202 Washington St., Jefferson City, Mo.	Missouri library commission.
Charlotte Templeton, secretary....	The Capitol, Lincoln, Nebr..	State public library commission.
Albertus T. Dudley, secretary.....	Exeter, N. H.....	Do.
Henry C. Buchanan, secretary.....	Trenton, N. J.....	Do.
James I. Wyer, Jr., director.....	Albany, N. Y.....	State library.
William R. Watson, chief of division.	do.....	Division of educational extension, University of the State of New York.
Mrs. Edward R. Blanton, secretary.	Raleigh, N. C.....	North Carolina library commission.
Mrs. Minnie C. Budlong, secretary.	Bismarck, N. Dak.....	State public library commission.
John H. Newman, secretary.....	State Library, Columbus, Ohio.	State board of library commissioners.
Cornelia Marvin, librarian.....	Supreme court building, Salem, Oreg.	State library.
T. L. Montgomery, secretary.....	State Library, Harrisburg, Pa.	Pennsylvania free library commission.
Walter E. Ranger, secretary.....	Statehouse, Providence, R. I.	State committee on libraries, Rhode Island State education department.
Julia C. Stockett, field librarian...	Statehouse, Pierre, S. Dak...	State free library commission.
Elizabeth H. West, secretary.....	State Library, Austin, Tex...	State library and historical commission.
Mary E. Downey, secretary and organizer.	Salt Lake City, Utah.....	State library.
Ruth L. Brown, secretary.....	34 Elm St., Montpelier, Vt...	State free public library commission.
H. R. McIlwaine, librarian.....	State Library, Richmond, Va.	Virginia State library.
J. M. Hitt, secretary.....	State Library, Olympia, Wash.	State library commission.
Matthew S. Dudgeon, secretary...	The Capitol, Madison, Wis...	Wisconsin free library commission.

¹ Thirty-six States have library commissions as here indicated.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS.

County.	County superintendent.	County.	County superintendent.
ALABAMA.		ALABAMA—contd.	
Autauga.....	Mrs. R. L. Faucett, Prattville.	Houston.....	J. M. Odom, Dothan.
Baldwin.....	J. S. Lambert, Bay Minette.	Jackson.....	Jesse Wheeler, Scottsboro.
Barbour.....	J. M. Laird, Clio.	Jefferson.....	N. R. Baker, Birmingham.
Bibb.....	R. C. Thomas, Centerville.	Lamar.....	G. S. Smith, Vernon.
Blount.....	A. L. Head, Cleveland.	Lauderdale.....	D. O. Warren, Florence.
Bullock.....	F. B. Haynes, Union Springs.	Lawrence.....	C. C. Kerby, Moulton.
Butler.....	P. B. Pepper, Georgiana.	Lee.....	W. Y. Fleming, Phenix.
Calhoun.....	H. T. Persons, Anniston.	Limestone.....	M. K. Clements, Athens.
Chambers.....	G. M. Barnett, Lafayette.	Lowndes.....	J. A. Coleman, Hayneville.
Cherokee.....	John W. Browder, Oakesville.	Macon.....	W. B. Riley, Tuskegee.
Chilton.....	Willie T. Bean, Clanton.	Madison.....	S. R. Butler, Huntsville.
Choctaw.....	Zac Rogers, Butler.	Marengo.....	Geo. M. Watson, Linden.
Clarke.....	J. F. Gillis, Grove Hill.	Marion.....	J. H. Couch, Gulin.
Clay.....	W. T. Harwell, Ashland.	Marshall.....	E. O. Creel, Boaz.
Cleburne.....	G. B. Boman, Heflin.	Mobile.....	S. S. Murphy, Mobile.
Coffee.....	G. C. Bowden, Elba.	Monroe.....	Geo. A. Harris, Monroeville.
Colbert.....	Joe Walker, Tuscumbia.	Montgomery.....	W. F. Feagin, Montgomery.
Conecuh.....	W. R. Bennett, Red Level.	Morgan.....	J. C. Tidwell, Albany.
Cook.....	H. H. King, Kalliton.	Perry.....	Chas. C. Johnson, Marion.
Covington.....	Chas. Baker, Andalusia.	Pickens.....	W. H. Storey, Carrollton.
Crenshaw.....	T. A. Capps, Luverne.	Pike.....	Mrs. J. M. Sanders, Troy.
Cullman.....	Geo. C. Metz, Cullman.	Randolph.....	J. N. Word, Wedowee.
Dale.....	R. L. Marchman, Pinckard.	Russell.....	H. E. Hutchinson, Hurtsboro.
Dallas.....	D. M. Callaway, Selma.	Shelby.....	S. P. Williamson, Sterrett.
Dekalb.....	J. M. Tucker, Boaz.		R. F. D. No. 1.
Elmore.....	G. H. Howard, Wetumpka.	St. Clair.....	Geo. W. Floyd, Ashville.
Escambia.....	R. E. Ledbetter, Brewton.	Sumter.....	R. B. Callaway, Cuba.
Etowah.....	E. P. Murphy, Gadsden.	Talladega.....	M. T. Linder, Talladega.
Fayette.....	R. L. Reaves, Fayette.	Tallapoosa.....	J. D. Lane, Dadeville.
Franklin.....	John R. Guin, Belgreen.	Tuscaloosa.....	D. L. Smith, Tuscaloosa.
Geneva.....	B. H. Boyd, Hartford.	Walker.....	T. J. York, Jasper.
Greene.....	W. P. Archibald, Knoxville.	Washington.....	C. C. Smith, Chatom.
Hale.....	W. C. Willburn, Evergreen.	Wilcox.....	O. C. Weaver, Camden.
Henry.....	P. A. McDaniel, Abbeville.	Wintons.....	A. B. Curtis, Double Springs.
District.	District superintendents of schools for natives.	District.	District superintendents of schools for natives.
ALASKA.		ALASKA—contd.	
Northwestern dist..	Walter C. Shields, Nome.	Upper Yukon dist..	Frederick L. Forbes, Tanana.
Western dist.....	Walter H. Johnson, St. Michael.	Southwestern dist..	Arthur H. Miller, Anchorage.
Do.....	John H. Kilbuck (assistant), Akia.	Southeastern dist..	C. W. Hawkesworth, Juneau.
County.	County superintendent.	County.	County superintendent.
ARIZONA.		ARKANSAS—contd.	
Apache.....	J. W. Brown, St. Johns.	Bradley.....	E. W. McGough, Warren. ¹
Cochise.....	Elsie Tates, Tombstone.	Calhoun.....	G. J. James, Hampton. ¹
Cocino.....	Lenore Frances, Flagstaff.	Carroll.....	
Gila.....	Mabry Crozier, Globe.	Eastern dist.....	C. E. Bennett, Berryville. ¹
Graham.....	S. C. Heywood, Safford.	Western dist.....	M. L. McCall, Eureka Springs. ¹
Greenlee.....	Jessie Billingsley, Clifton.	Chicot.....	D. T. Henderson, Eudora.
Maricopa.....	A. H. Fulton, Phoenix.	Clark.....	H. A. Woodward, Arkadelphia.
Mohave.....	Mrs. L. J. Lassell, Kingman.	Clay.....	
Navajo.....	Joseph Peterson, Holbrook.	Eastern dist.....	W. O. Irby, Piggott. ¹
Pima.....	Vera Z. Shurtz, Tucson.	Western dist.....	Archie Taylor, Corning. ¹
Pinal.....	Lola Le Baron, Florence.	Cleburne.....	Fred Moore, Heber Springs.
Santa Cruz.....	Mrs. Josephine Saxon, Nogales.	Cleveland.....	T. H. Berry, Rison. ¹
Yavapai.....	W. Curtis Miller, Prescott.	Columbia.....	V. M. Hardin, McNeill. ¹
Yuma.....	Nora E. Marrow, Yuma.	Conway.....	Oscar Findley, Jonesboro. ¹
ARKANSAS.		Craighead.....	H. W. Shaffer, Van Buren.
Arkansas.....	J. M. Henderson, Jr., DeWitt.	Crawford.....	T. P. Johnson, Earle.
Ashley.....	Guy E. Smith, Hamburg. ¹	Crittenden.....	S. R. Curtis, Wynne. ¹
Baxter.....	H. A. Goatcher, Mountain Home. ¹	Dallas.....	U. C. Barnett, Fordyce. ¹
Benton.....	W. R. Edwards, Bentonville.	Desha.....	L. M. Gary, Dumas. ¹
Boone.....	J. O. Curnutt, Bellefonte. ¹	Drew.....	V. R. Morgan, Wilmar. ¹
		Faulkner.....	A. A. Parsons, Jr., Mount Vernon. ¹

¹ County examiner.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
ARKANSAS—contd.		CALIFORNIA—CON.	
Franklin:		Eldorado.....	S. B. Wilson, Placerville.
Charleston dist.	G. L. Amos, Charleston. ¹	Fresno.....	E. W. Lindsay, Fresno.
Ozark dist.....	W. I. Agee, Ozark. ¹	Glenn.....	S. M. Chaney, Willows.
Pulton.....	H. E. Watson, Viola. ¹	Humboldt.....	Geo. Underwood, Eureka.
Carland.....	O. L. Henderson, Hot Springs.	Imperial.....	A. P. Shibley, El Centro.
Grant.....	T. Nathan Nall, Sheridan. ¹	Inyo.....	Mrs. M. A. Clarke, Bishop.
Greene.....	J. A. Walden, Paragould, R. F. D. No. 2. ¹	Kern.....	L. E. Chenoweth, Bakersfield.
Hempstead.....	J. J. Roberts, Hope, R. F. D. No. 2. ¹	Kings.....	J. E. Meadows, Hanford.
Hot Spring.....	J. L. Pratt, Malvern. ¹	Lake.....	Minerva Ferguson, Lakeport.
Howard.....	A. L. Merrell, Nashville. ¹	Lassen.....	Julia Norwood, Susanville.
Independence.....	Sidney Pickens, Batesville. ¹	Los Angeles.....	Mark Keppel, Los Angeles.
Izard.....	W. E. Schultz, Calico Rock. ¹	Madera.....	Craig Cunningham, Madera.
Jackson.....	E. H. Bowman, Newport.	Mariposa.....	Jas. B. Davidson, San Rafael.
Jefferson.....	A. W. Lowe, Pine Bluff.	Mariposa.....	John L. Dexter, Mariposa.
Johnson.....	J. W. Sallis, Clarksville.	Mendocino.....	Mrs. Anna Porterfield, Ukiah.
Lafayette.....	J. F. Bright, Lewisville. ¹	Merced.....	Margaret Sheehy, Merced.
Lawrence.....	R. C. Waldron, Black Rock. ¹	Monoc.....	Mrs. Nettie B. Harris, Alturas.
Lee.....	L. N. Whittenton, Marianna.	Monoc.....	Mrs. A. M. Hays, Bridgeport.
Lincoln.....	F. E. Grumbles, Star City. ¹	Monterey.....	Geo. Schultzberg, Salinas.
Little River.....	D. P. Holmes, Ashdown. ¹	Napa.....	Lena A. Jackson, Napa.
Logan:		Nevada.....	R. J. Fitzgerald, Nevada City.
Southern dist.	G. A. Scott, Booneville. ¹	Orange.....	R. P. Mitchell, Santa Ana.
Northern dist.	W. H. Houser, Ratcliff. ¹	Placer.....	Irene Burns, Auburn.
Lonoke.....	W. C. Davis, Lonoke.	Plumas.....	Mrs. Kate L. Donnelly, Quincy.
Madison.....	Troy Clark, Huntsville. ¹	Riverside.....	Raymond Cree, Riverside.
Marion.....	W. H. Bryant, Yellville. ¹	Sacramento.....	Carolyn M. Webb, Sacramento.
Miller.....	T. V. Reid, Texarkana.	San Benito.....	W. J. Cagney, Hollister.
Mississippi.....	J. T. Miller, Blytheville.	San Bernardino.....	Mrs. Grace C. Stanley, San Bernardino.
Monroe.....	W. H. Laney, Clarendon.	San Diego.....	John F. West, San Diego.
Montgomery.....	W. G. Miller, Mount Ida.	San Francisco.....	Alfred Roncovieri, San Francisco.
Nevada.....	C. M. Hirst, Prescott. ¹	San Joaquin.....	John W. Anderson, Stockton.
Newton.....	H. E. Martin, Jasper.	San Luis Obispo.....	W. S. Wight, San Luis Obispo.
Ouachita.....	C. D. Umstead, Stephens. ¹	San Mateo.....	Roy W. Cloud, Redwood City.
Perry.....	W. B. Loudermilk, Adona. ¹	Santa Barbara.....	Mamie V. Lehner, Santa Barbara.
Phillips.....	E. M. Pipkin, Jr., Helena. ¹	Santa Clara.....	Agnes E. Howe, San Jose.
Pike.....	T. A. Floyd, Daisy. ¹	Santa Cruz.....	Champ S. Price, Santa Cruz.
Polk.....	H. B. Thorn, Harrisburg.	Shasta.....	Mrs. Charlotte Cunningham, Redding.
Pope.....	W. H. Pigg, Mena. ¹	Sierra.....	Belle Alexander, Downerville.
Prairie.....	H. A. Rushing, Atkins. ¹	Siskiyou.....	W. H. Parker, Yreka.
Pulaski.....	J. C. Griffin, Hickory Plains.	Solano.....	Dan H. White, Fairfield.
Randolph.....	R. H. Parham, Little Rock. ¹	Sonoma.....	Florence Barnes Schiefer, Santa Rosa.
Saline.....	A. M. Mock, Warm Springs. ¹	Stanislaus.....	Frank Bacon, Modesto.
Scott.....	W. H. Mordan, Alexandria. ¹	Sutter.....	Lizzie Vagades, Yuba City.
Searcy.....	G. C. Ellis, Waldron. ¹	Tehama.....	Mamie B. Lang, Red Bluff.
Sebastian.....	N. M. Sutterfield, Marshall. ¹	Trinity.....	Maude I. Schroter, Weaver.
Seyler.....	L. M. Redwine, Greenwood. ¹	Tulare.....	J. E. Buckman, Visalia.
Sharp:	J. G. Moore, De Queen. ¹	Tuolumne.....	G. F. Morgan, Sonora.
Northern dist.	M. A. Kellet, Williford. ¹	Ventura.....	Jas. E. Reynolds, Ventura.
Southern dist.	J. W. Taylor, Cave City. ¹	Yolo.....	Harriett S. Lee, Woodland.
St. Francis.....	J. M. Wilson, Forrest City. ¹	Yuba.....	Jennie Malaley, Marysville.
Stone.....	E. R. Hinkle, Marcella. ¹		
Union.....	Perry Nelson, Wesson. ¹		
Van Buren.....	O. M. Jennings, Choctaw. ¹		
Washington.....	W. F. Buck, Fayetteville.		
White.....	J. W. Henry, Searcy.		
Woodruff:			
Northern dist.	W. N. Wilkes, McCrory. ¹		
Southern dist.	C. C. Hunnicutt, Cotton Plant. ¹		
Yell:			
Danville dist.....	N. M. Campbell, Gravelly. ¹		
Dardanelle dist.	T. A. Wright, Centerville. ¹		
CALIFORNIA.			
Alameda.....	Geo. W. Frick, Oakland.	Alamogosa.....	Ada Sundquist, Alamogosa.
Alpine.....	Mrs. Eugenia M. Bruns, Sheridan, Nev.	Adams.....	Helen Lamb, Brighton.
Amador.....	Mrs. Sabra Greenhalgh, Jackson.	Arapahoe.....	Mrs. Sada R. Wilson, Littleton.
Butte.....	Mrs. Pearle Rutherford, Oroville.	Archuleta.....	Mrs. Alice Noland, Pagosa Springs.
Calaveras.....	Teresa Rivara, San Andreas.	Baca.....	Earl C. Denney, Springfield.
Colusa.....	Perle Sanderson, Colusa.	Bent.....	Allie V. Richmond, Las Animas.
Contra Costa.....	Wm. H. Hannon, Martinez.	Boulder.....	E. D. Webb, Boulder.
Del Norte.....	Jos. M. Hamilton, Crescent City.	Chaffee.....	Mrs. Rosa W. Ridgway, Buena Vista.
		Cheyenne.....	Mrs. Esther B. Weir, Cheyenne Wells.
		Clear Creek.....	Mrs. Elizabeth Gleason, Idaho Springs.
		Conejos.....	L. H. Mortensen, Sanford.

*County examiner.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
COLORADO—contd.		COLORADO—contd.	
Costilla.....	Mrs. Katherine Wood, Blanca.	Las Animas.....	Elmore Floyd, Trinidad.
Crowley.....	Walter Dalby, Ordway.	Lincoln.....	Miss Lennie Beavers, Hugo.
Custer.....	Lloyd Wright, Westcliffe.	Logan.....	Flora A. Allison, Sterling.
Delta.....	Mrs. Adah Price, Delta.	Mesa.....	Mrs. Elizabeth Hinton, Grand Junction.
Denver.....	Mrs. Emma G. Seldon, Denver.	Mineral.....	Mrs. Mary N. Oates, North Creede.
Dolores.....	Mrs. Bessie Custiss, Rico.	Moffat.....	George W. Norvell, Craig.
Douglas.....	Mrs. Maude Hoskins, Castle Rock.	Montezuma.....	Artie M. Lewis, Cortez.
Eagle.....	Ollie Graham, Redcliff.	Montrose.....	Emma Full, Montrose.
Elbert.....	Minerva McCarty, Kiowa.	Morgan.....	Mrs. C. P. Cochran, Fort Morgan.
El Paso.....	Mrs. Inez Johnson Lewis, Colorado Springs.	Otero.....	S. S. Phillips, La Junta.
Fremont.....	Anna S. Garwood, Canon City.	Ouray.....	Alma Brockway, Ouray.
Garfield.....	Mrs. Tippet Westerman, Glenwood Springs.	Park.....	Miss Marian Hill, Fairplay.
Gilpin.....	Mrs. Edith Williams, Central City.	Phillips.....	Chas. R. Peters, Holyoke.
Grand.....	Mrs. Carrie D. Schnoor, Hot Sulphur Springs.	Pitkin.....	Ethel Higinbotham, Aspen.
Gunnison.....	Verna Waterman, Gunnison.	Prowers.....	Mary Z. Lake, Lamar.
Hinsdale.....	Alice Madison, Lake City.	Pueblo.....	Mrs. Lillie O. Baker, Pueblo.
Huerfano.....	Mrs. Martha Thorne, Walsenburg.	Rio Blanco.....	R. B. Garrison, Meeker.
Jackson.....	Mrs. Minnie Bock, Walden.	Rio Grande.....	Carrie Deitrich, Monte Vista.
Jefferson.....	Berness Bunker, Golden.	Routt.....	Mrs. Emma H. Peck, Hayden.
Kiowa.....	James R. Walker, Chivington.	Saguache.....	S. E. Forbes, Saguache.
Kit Carson.....	Jessie Magee Gray, Burlington.	San Juan.....	Mrs. Mary B. Hodges, Silverton.
Lake.....	Mrs. Martha B. Johnson, Leadville.	San Miguel.....	Bertha T. Cameron, Telluride.
La Plata.....	Nell McCarty, Durango.	Sedgewick.....	Emma Carlson, Julesburg.
Larimer.....	Emma T. Wilkins, Fort Collins.	Summit.....	Mrs. Melissa Hayden, Breckenridge.
		Teller.....	Mrs. Nellie Slusher, Cripple Creek.
		Washington.....	Mrs. Rose Bachman, Akron.
		Weld.....	A. B. Copeland, Greeley.
		Yuma.....	Clara Tegner, Wray.
Towns in union.	Union superintendent. ¹	Towns in union.	Union superintendent. ¹
CONNECTICUT.²		CONNECTICUT—contd.	
Ashford, Canterbury, Eastford, Union.	William H. Bliss, Chestnut Hill.	Coventry, Lebanon, Tolland.	A. B. Lord, Box 252, Willimantic.
Avon, Burlington, Farmington.	Lewis S. Mills, 58 East Main Street, Plainville.	Cromwell, Durham, East Hampton, Lyme.	James F. Connolly, 56 High Street, Farm Hill, Middletown.
Barkhamsted, Colchester, Hartland, New Hartford, Morris.	A. D. Simpson, 73 South Main Street, Winsted.	East Granby.....	Wilson S. Dakin, 31 Norfolk Street, Hartford.
Beacon Falls, Bethany, Middlebury, Oxford, Prospect, Wolcott.	Wm. H. Holmes, Seymour, R. F. D. No. 1.	East Lyme, Montville, Waterford.	Carlton E. Wheeler, 31 Lincoln Avenue, New London.
Berlin, Westbrook.....	Joseph W. Dows, 331 Temple Street, New Haven.	Easton, Monroe, Trumbull, Weston.	D. Albert Green, 15 Maple Street, Norwalk.
Bethlehem.....	L. K. Chance, Watertown.	Haddam, Killingworth, Portland.	A. C. Johnson, Box 613, Portland.
Bloomfield, Canton, Granby.	W. H. Mandrey, Warehouse Point.	Hampton, Scotland.....	N. Searle Light, 138 Edgewood Street, Hartford.
Bolton, Ellington, Somers.	Charles L. Warner, 1 Pine Street, Rockville.	Harwinton, North Branford, Woodbury.	A. F. Mayhew, 131 Prince Street, Wallingford.
Borah, Franklin, Lisbon, Sprague.	Fred W. Shearer, 118 River Avenue, Norwich.	Hebron, Marlboro, Salem.	H. S. Libby, Colchester.
Bridgewater, Kent, Roxbury, Sherman, Washington.	J. L. Meader, New Milford, Box 98.	Ledyard, North Stonington, Preston, Voluntown.	Otis Earle Lowell, 156 Laurel Hill Avenue, Norwich.
Brookfield, New Fairfield, Redding, Southbury, Wilton.	F. A. Morris, 27 Crane Street, Danbury.	Madison.....	Arthur L. Young, 105 Rogers Street, Branford.
Canaan, North Canaan, Salisbury.	Harold E. Chittenden, Canaan.	Rocky Hill, Suffield....	Harold B. Chapman, Box 7, Suffield.
Cheshire, Middlefield, North Haven, Old Lyme.	Dewitt C. Allen, Montwese.	Saybrook, Wethersfield.	H. O. Clough, West Hartford.
Chester.....	Robert E. Foote, Chester.	Sterling.....	E. Ward Ireland, Y. M. C. A., Hartford.
Columbia, Mansfield, Pomfret.	Frank W. Clapp, 173 Summit Street, Willimantic.	Willington.....	Levi T. Garrison, 17 Godfrey Street, Willimantic.
Cornwall, Goshen, Sharon, Warren.	C. H. Westbrook, West Cornwall.	Woodstock.....	F. E. Harrington, 61 Grove Street, Putnam.

¹ The supervising officers are agents of the State Board of Education.

² See also p. 74.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
DELAWARE.		GEORGIA—contd.	
Kent.....	John Shilling, Dover.	Bleckley.....	H. E. Harville, Cochran.
New Castle.....	Wilbur H. Jump, Wilmington.	Brooks.....	John F. McCall, Quitman.
Sussex.....	Ernest J. Hardesty, Seaford.	Byran.....	Edward Benton, Pembroke.
FLORIDA.		Bulloch.....	B. R. Olliff, Statesboro.
Alachua.....	E. R. Simmons, Gainesville.	Burke.....	H. C. Daniel, Waynesboro.
Baker.....	J. D. Dugger, Macclenny.	Butts.....	Hugh Mallet, Jackson.
Bay.....	A. M. Douglas, Panama City.	Calhoun.....	H. T. Singleton, Edison.
Bradford.....	E. R. Poppell, Starke.	Camden.....	T. E. Casey, St. Marys.
Brevard.....	S. J. Overstreet, Titusville.	Campbell.....	W. H. McLarin, Fairburn.
Broward.....	J. M. Holding, Fort Lauderdale.	Candler.....	M. H. Williams, Metter.
Calhoun.....	J. Flake Durham, Blountstown.	Carroll.....	V. D. Whitley, Carrollton.
Citrus.....	H. J. Dame, Inverness.	Catoosa.....	S. J. Bowman, Ringgold.
Clay.....	G. J. North, Green Cove Springs.	Charlton.....	T. E. Brock, Folkston.
Columbia.....	James R. Lites, Lake City.	Chatham.....	C. B. Gibson, Savannah.
Dade.....	R. E. Hall, Miami.	Chattahoochee.....	C. N. Howard, Cusseta.
De Soto.....	P. O. Shaver, Arcadia.	Chattooga.....	S. E. Jones, Summerville.
Duval.....	F. A. Hathaway, Jacksonville.	Cherokee.....	T. A. Doss, Canton.
Escambia.....	A. S. Edwards, Pensacola.	Clarke.....	T. H. Dozier, Athens.
Flagler.....	B. F. Buchanan, Bunnell.	Clay.....	E. R. King, Fort Gaines.
Franklin.....	A. A. Core, Apalachicola.	Clayton.....	W. L. Gilbert, Jonesboro.
Gadsden.....	C. H. Gray, Quincy.	Clinch.....	J. O. Rodgers, Homerville.
Hamilton.....	J. A. Jackson, Jasper.	Cobb.....	Bernard Awitrey, Marietta.
Hernando.....	W. O. Lemasters, Brooksville.	Coffee.....	J. Gordon Floyd, Douglas.
Hillsboro.....	J. E. Knight, Tampa.	Colquitt.....	Lee S. Dismuke, Moultrie.
Holmes.....	M. R. Robison, Bonifay.	Columbia.....	J. L. Weeks, Appling.
Jackson.....	M. O. King, Marianna.	Coweta.....	J. M. Starr, Newman.
Jefferson.....	S. H. Taylor, Monticello.	Crawford.....	J. F. Dickey, Musella.
Lafayette.....	J. Homer Kelly, Mayo.	Crisp.....	J. W. Bivins, Cordele.
Lake.....	W. T. Kennedy, Umatilla.	Dade.....	S. J. Hale, Trenton.
Lee.....	F. W. Sherrill, Fort Myers.	Dawson.....	A. W. Vandiviere, Dawsonville.
Leon.....	F. S. Hartsfield, Tallahassee.	Decatur.....	J. B. L. Barber, Bainbridge.
Levy.....	W. F. Osteen, Bronson.	Dekalb.....	R. E. Carroll, Decatur.
Liberty.....	R. F. Turner, Hosford.	Dodge.....	M. W. Harrell, Eastman.
Madison.....	G. W. Tedder, Madison.	Dooley.....	J. M. Royal, Vienna.
Manatee.....	B. D. Gullett, Bradentown.	Dougherty.....	S. R. De Jarnette, Albany.
Marion.....	J. H. Brinson, Ocala.	Douglas.....	G. T. McLarty, Douglasville.
Monroe.....	Virgil S. Lowe, Key West.	Early.....	E. A. Evans, Blakely.
Nassau.....	L. L. Owens, Fernandina.	Echols.....	R. W. Touchton, Statesville.
Okaloosa.....	Will C. Pryor, Crestview.	Effingham.....	A. E. Bird, Guyton.
Oklawaha.....	R. E. Hamrick, Oklawaha.	Elbert.....	T. J. Cleveland, Elberton.
Orange.....	A. B. Johnson, Orlando.	Emanuel.....	Robert E. Rountree, Swainsboro.
Osceola.....	C. E. Yowell, Kissimmee.	Evans.....	R. M. Girdrean, Claxton.
Palm Beach.....	J. B. McDonald, West Palm Beach.	Fannin.....	F. L. Cochran, Epworth.
Pasco.....	J. W. Sanders, Dade City.	Fayette.....	E. E. Thornton, Fayetteville.
Pinellas.....	Dixie M. Hollins, Clearwater.	Floyd.....	W. C. Rash, Rome.
Polk.....	John A. Moore, Bartow.	Forsyth.....	A. C. Kennemore, Cumming.
Putnam.....	C. H. Price, Palatka.	Franklin.....	E. McDuffie, Carnesville.
St. Johns.....	D. D. Corbett, St. Augustine.	Fulton.....	J. W. Simmons, Atlanta.
St. Lucie.....	J. W. Hodge, Fort Pierce.	Gilmer.....	J. S. Hudson, Ellijay.
Santa Rosa.....	J. D. Smith, Jr., Milton.	Glascok.....	J. P. Allen, Mitchell.
Seminole.....	T. W. Lawton, Sanford.	Glynn.....	N. H. Ballard, Brunswick.
Sumter.....	G. H. Tompkins, Wildwood.	Gordon.....	Ernest Dillard, Calhoun.
Suwannee.....	J. W. O'Hara, Live Oak.	Grady.....	J. S. Weathers, Cairo.
Taylor.....	Festus S. Jackson, Perry.	Greene.....	W. A. Purks, White Plains.
Volusia.....	C. R. M. Sheppard, De Land.	Gwinnett.....	C. R. Ware, Lawrenceville.
Wakulla.....	C. K. Allen, Sopchoppy.	Habersham.....	Arthur Sisk, Clarksville.
Walton.....	J. J. Kennedy, De Funiak Springs.	Hall.....	J. D. Underwood, Gainesville.
Washington.....	J. H. Varnum, Vernon.	Hancock.....	C. W. Moran, Sparta.
GEORGIA.		Haralson.....	John W. White, Buchanan.
Appling.....	B. D. Deen, Baxley.	Harris.....	Tom Wisdom, Chipley.
Bacon.....	Geo. A. Taylor, Alma.	Hart.....	W. B. Morris, Hartwell.
Baker.....	J. H. Hall, Newton.	Heard.....	W. E. Denney, Franklin.
Baldwin.....	Edward Tigner, Milledgeville.	Henry.....	T. J. Horton, McDonough.
Banks.....	J. T. Wise, Baldwin.	Houston.....	F. M. Greene, Perry.
Barrow.....	W. M. Holsenbeck, Winder.	Irwin.....	J. W. Weaver, Ocilla.
Bartow.....	J. W. Jackson, Cartersville.	Jackson.....	L. F. Elrod, Jefferson.
Ben Hill.....	J. H. Bullard, Fitzgerald.	Jasper.....	J. M. Elizer, Monticello.
Berrien.....	S. J. Baker, Nashville.	Jeff Davis.....	J. A. Walker, Hazlehurst.
Bibb.....	C. H. Bruce, Macon.	Jefferson.....	H. E. Smith, Bartow.
		Jenkins.....	W. V. Lanier, Millen.
		Johnson.....	A. J. M. Robinson, Wrightsville.
		Jones.....	E. W. Sammons, Gray.
		Laurens.....	J. T. Smith, Dublin.
		Lee.....	S. J. Powell, Leesburg.
		Liberty.....	J. E. Groover, Hinesville.
		Lincoln.....	T. L. Perryman, Lincolnton.
		Lowndes.....	M. L. Strong, Valdosta.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County	County superintendent.
GEORGIA—contd.		IDAHO—continued.	
Lumpkin.....	H. F. Higgins, Dahlonega.	Boundary.....	Caroline W. Flood, Bonners Ferry.
McDuffie.....	M. W. Dunn, Thomson.	Butte.....	Mrs. Louisa Pratt, Arco.
McIntosh.....	W. A. Branson, Darien.	Camas.....	Pearle H. Lamson, Fairfield.
Macon.....	J. P. Nelson, Oglethorpe.	Canyon.....	Margaret Knowlton, Caldwell.
Madison.....	C. B. Ayres, Danielsville.	Cassia.....	Mae Lowe, Albion.
Marion.....	W. E. Drane, Buena Vista.	Clearwater.....	Hulda Anderson, Orofino.
Meriwether.....	W. S. Howell, Greenville.	Custer.....	Jennie E. Kelleher, Challis.
Miller.....	W. L. Stapleton, Colquitt.	Elmore.....	Blanche Skipper, Mountain Home.
Milton.....	Wm. Rhodes, Alpharetta.	Franklin.....	John Johnson, Preston.
Mitchell.....	G. E. West, Camilla.	Fremont.....	Frances Hargis, St. Anthony.
Monroe.....	R. I. Williams, Jr., Forsyth.	Gem.....	Ella C. Breshears, Emmett.
Montgomery.....	T. B. Conner, Mount Vernon.	Gooding.....	Myrtle Journey, Gooding.
Morgan.....	W. C. Thompson, Madison.	Idaho.....	Margaret Sweet, Grangeville.
Murray.....	W. D. Gregory, Crandall.	Jefferson.....	Katherine Burgrat, Rigby.
Muscogee.....	J. L. Bond, Columbus.	Kootenai.....	R. C. Egbers, Coeur d'Alene.
Newton.....	G. C. Adams, Covington.	Latah.....	Winifred Knepper, Moscow.
Oconee.....	J. M. McRee, Watkinsville.	Lemhi.....	Anna C. Barron, Salmon.
Oglethorpe.....	M. S. Weaver, Lexington.	Lewis.....	Retta F. Martin, Nez Perce.
Panhandling.....	C. A. Roberts, Dallas.	Lincoln.....	Stella Cook, Shoshone.
Pickens.....	G. F. Compton, Jasper.	Madison.....	George W. Worthen, Rexburg.
Pierce.....	R. D. Thomas, Blackshear.	Minidoka.....	Mrs. Ida E. Sullivan, Rupert.
Pike.....	F. L. Adams, Zebulon.	Nez Perce.....	Mrs. Minnie H. Faust, Lewiston.
Polk.....	John W. Sutton, Cedartown.	Oncida.....	James C. Tovey, Malad.
Pulaski.....	A. W. Fountain, Hawkinsville.	Owyhee.....	Margaret Duval, Silver City.
Putnam.....	W. C. Wright, Eatonton.	Payette.....	Fae Hinkley, Payette.
Quitman.....	H. M. Kaigler, Georgetown.	Power.....	Mrs. Harriett M. Wilson, American Falls.
Rabun.....	L. M. Chastain, Tiger.	Shoshone.....	Florence Coughlin, Wallace.
Randolph.....	Walter McMichael, Cuthbert.	Teton.....	Cecil W. Price, Driggs.
Richmond.....	Lawton B. Evans, Augusta.	Twin Falls.....	Miss Brittomart Wolfe, Twin Falls.
Rockdale.....	G. W. Crumblie, Conyers.	Valley.....	Mrs. Tirza J. Wayland, Cascade.
Schley.....	J. T. Stewart, Ellaville.	Washington.....	Olive M. Petrashek, Weiser.
Scriven.....	H. J. Arnett, Sylvania.	ILLINOIS.	
Spaulding.....	W. H. Bolton, Jr., Griffin.	Adams.....	John H. Steiner, Quincy.
Stephens.....	J. I. Allman, Toccoa.	Alexander.....	Laura I. Milford, Cairo.
Stewart.....	W. T. Halliday, Lumpkin.	Bond.....	J. W. Anthony, Greenville.
Sumter.....	E. J. McMath, Americus.	Boone.....	Elizabeth B. Harvey, Belvidere.
Talbot.....	H. P. Hewitt, Talbotton.	Brown.....	C. W. Sellars, Mount Sterling.
Taliaferro.....	W. R. Moore, Sharon.	Bureau.....	G. O. Smith, Princeton.
Tattnall.....	I. S. Smith, Reidsville.	Calhoun.....	S. J. Sibley, Hardin.
Taylor.....	A. S. Wallace, Butler.	Carroll.....	John Hay, Mount Carroll.
Telfair.....	B. J. Reid, McRae.	Cass.....	Walter E. Buck, Virginia.
Terrell.....	J. C. Dukes, Dawson.	Champaign.....	Charles H. Watts, Urbana.
Thomas.....	C. H. Rice, Thomasville.	Christian.....	H. L. Fowkes, Taylorville.
Tift.....	A. J. Ammons, Tifton.	Clark.....	Harold Bright, Marshall.
Toombs.....	G. C. Brantley, Lyons.	Clay.....	G. O. Lewis, Louisville.
Townsend.....	R. T. Coleman, Hiwassee.	Clinton.....	Wm. Johnston, Carlyle.
Troup.....	J. B. Strong, Lagrange.	Coles.....	O. L. Minter, Charleston.
Turner.....	D. A. Stewart, Ashburn.	Cook.....	E. J. Tobin, Chicago (C. H.).
Twiggs.....	A. M. Gates, Jeffersonville.	Crawford.....	James T. Athey, Robinson.
Union.....	T. L. Patterson, Blairsville.	Cumberland.....	L. C. Markwell, Toledo.
Upson.....	J. A. Thurston, Thomaston.	Dekalb.....	W. W. Coultas, Sycamore.
Walker.....	R. D. Love, La Fayette.	Dewitt.....	John L. Costley, Clinton.
Walton.....	J. W. Clegg, Monroe.	Douglas.....	E. E. Gere, Tuscola.
Ware.....	Charles Pittman, Waycross.	Dupage.....	R. T. Morgan, Wheaton.
Warren.....	R. V. Swain, Warrenton.	Edgar.....	O. Rice Jones, Paris.
Washington.....	David Harrison, Sandersville.	Edwards.....	Grant Balding, Albion.
Wayne.....	B. D. Purcell, Jesup.	Effingham.....	J. W. Davis, Effingham.
Webster.....	J. F. Colbert, Preston.	Fayette.....	F. E. Crawford, Vandalia.
Wheeler.....	W. G. Hartley, Alamo.	Ford.....	H. M. Rudolph, Paxton.
White.....	T. V. Cantrell, Jr., Cleveland.	Franklin.....	H. Clay Ing, Benton.
Whitfield.....	Jas. J. Copeland, Dalton.	Fulton.....	M. M. Cook, Lewiston.
Wilcox.....	J. B. Cook, Pinetree.	Gallatin.....	J. L. Greenlee, Equality.
Wilkes.....	C. H. Calhoun, Washington.	Greene.....	Rollins L. Scott, Carrollton.
Winconsin.....	Victor Davidson, Irwinton.	Grundy.....	C. H. Root, Morris.
Worth.....	Beyd L. Jones, Sylvester.	Hamilton.....	W. W. Dally, McLeansboro.
IDAHO.		Hancock.....	S. D. Paris, Carthage.
Ada.....	Lulu E. Vance, Boise.	Hardin.....	Hattie M. Rittenhouse, Elizabethtown.
Adams.....	Mrs. Maude Gregg, Council.	Henderson.....	Allen L. Beall, Oquawka.
Bannock.....	Bertha L. Atkin, Pocatello.	Henry.....	A. J. Beall, Cambridge.
Bear Lake.....	Seymour Spencer, Paris.		
Benewah.....	Leila Clifford, St. Maries.		
Bingham.....	Mrs. Grace Faulkner, Blackfoot.		
Blaine.....	Frances Mills, Hailey.		
Boise.....	Clara Ellis, Idaho City.		
Bonner.....	Mrs. Jessie H. Tuck, Sandpoint.		
Bonneville.....	Ella M. Miller, Idaho Falls.		

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
ILLINOIS—contd.		INDIANA—contd.	
Iroquois.....	F. A. Glibbreath, Watseka.	Carroll.....	T. W. Armstrong, Delphi.
Jackson.....	Otto F. Aken, Murphysboro.	Cass.....	J. E. Ludders, Logansport.
Jasper.....	E. B. Brooks, Newton.	Clark.....	Saml. L. Scott, Jeffersonville.
Jefferson.....	Charles F. Lee, Mount Vernon.	Clay.....	Willis F. Akre, Brazil.
Jersey.....	Joseph W. Becker, Jerseyville.	Clinton.....	M. D. Boulden, Frankfort.
Jo Daviess.....	B. L. Birkbeck, Galena.	Crawford.....	H. W. Toney, English.
Johnson.....	Emma Rebmam, Vienna.	Daviess.....	J. E. Gilley, Washington.
Kane.....	E. A. Ellis, Geneva.	Dearborn.....	Geo. C. Cole, Lawrenceburg.
Kankakee.....	S. D. Saltzgeber, Kankakee.	Decatur.....	James R. Crawley, Greensburg.
Kendall.....	George Elliott, Bristol.		
Knox.....	W. F. Boyes, Galesburg.	Dekalb.....	F. M. Merica, Auburn.
Lake.....	T. A. Simpson, Waukegan.	Delaware.....	Ernest J. Black, Muncie.
La Salle.....	W. R. Foster, Ottawa.	Dubois.....	Robert E. Eckert, Jasper.
Lawrence.....	Ed. Ashbaugh, Lawrenceville.	Elkhart.....	A. E. Weaver, Goshen.
Lee.....	L. W. Miller, Dixon.	Fayette.....	E. Earl Lines, Connorsville.
Livingston.....	W. E. Herbert, Pontiac.	Floyd.....	Glenn V. Scott, New Albany.
Logan.....	E. H. Lukenbill, Lincoln.	Fountain.....	Guy A. Waldrup, Covington.
McDonough.....	B. E. Decker, Macomb.	Franklin.....	James A. Fisher, Brookville.
McHenry.....	A. M. Shelton, Crystal Lake.	Fulton.....	Thomas F. Berry, Rochester.
McLean.....	B. C. Moore, Bloomington.	Gibson.....	Leland S. Cunningham, Princeton.
Macon.....	Mary W. Moore, Decatur.		
Macoupin.....	George W. Solomon, Carlinville.	Grant.....	Charles H. Terrell, Marion.
Madison.....	H. T. McCrea, Edwardsville.	Greene.....	Walter T. Brown, Bloomfield.
Marion.....	M. A. Thrasher, Salem.	Hamilton.....	Walter Harger, Noblesville.
Marshall.....	E. P. Nichols, Lacon.	Hancock.....	G. J. Richman, Greenfield.
Mason.....	John Melhop, Havana.	Harrison.....	A. O. Deweese, Corydon.
Massac.....	W. A. Spence, Metropolis.	Hendricks.....	J. P. Snodgrass, Danville.
Menard.....	Mrs. E. B. Batterton, Petersburg.	Henry.....	H. B. Roberts, Newcasttle.
		Howard.....	Albert F. Hutson, Kokomo.
Mercer.....	C. L. Gregory, Alledo.	Huntington.....	C. Funderburg, Huntington.
Monroe.....	William C. Heyl, Waterloo.	Jackson.....	Harry B. Henderson, Brownstown.
Montgomery.....	Everett A. Lewey, Hillsboro.		
Morgan.....	H. H. Vasconcellos, Jacksonville.	Jasper.....	Morgan L. Sterrett, Renaissance.
		Jay.....	W. R. Armstrong, Portland.
Montrie.....	V. D. Roughton, Sullivan.	Jefferson.....	W. Guy Fender, Madison.
Ogle.....	J. E. Cross, Osgillon.	Jennings.....	S. E. Whitcomb, Vernon.
Peoria.....	J. A. Hayes, Peoria.	Johnson.....	W. J. Yount, Franklin.
Perry.....	Elmo W. Lee, Pinckneyville.	Knox.....	E. N. Haskins, Vincennes.
Pike.....	Chas. McIntosh, Monticello.	Kosciusko.....	Jesse Bruner, Warsaw.
Pope.....	John N. Clark, Pittsfield.	Lagrange.....	Arthur B. Cookery, Lagrange.
Pulaski.....	R. R. Randolph, Colcoada.	Lake.....	F. H. Heighway, Cowan Point.
Putnam.....	May S. Hawkins, Mound City.	Laporte.....	Fred R. Farnam, Laporte.
Randolph.....	W. A. Paxson, Hennepin.	Lawrence.....	Wm. C. Roberts, Bedford.
		Madison.....	J. W. Frazier, Anderson.
Richland.....	Elmer Van Arsdal, Olney.	Marion.....	Lee E. Swails, Indianapolis.
Rock Island.....	Lou M. Harris, Rock Island.	Marshall.....	Floyd M. Annis, Plymouth.
Saline.....	B. D. Gates, Harrisburg.	Martin.....	C. O. Williams, Shoals.
Sangamon.....	E. C. Pruitt, Springfield.	Miami.....	Dorph H. Brown, Peru.
Schuyler.....	Calvin L. Cain, Rushville.	Monroe.....	W. H. Jones, Bloomington.
Scott.....	John P. Ward, Winchester.	Montgomery.....	Karl C. James, Crawfordsville.
Shelby.....	Lee W. Frazer, Shelbyville.	Morgan.....	Lewis Williams, Martinsville.
Stark.....	G. C. Baker, Toulon.	Newton.....	W. O. Schanlaub, Kentland.
St. Clair.....	W. A. Hough, Belleville.	Noble.....	Guy R. Hall, Albion.
Stephenson.....	Cyrus Grove, Freeport.	Ohio.....	John L. Wessler, Rising Sun.
Tazewell.....	Ben L. Smith, Pekin.	Orange.....	Jesse M. Trinkle, Paoli.
Union.....	Charles O. Otrich, Jonesboro.	Owen.....	Albert Free, Spencer.
Vermilion.....	Otis P. Haworth, Danville.	Parke.....	John H. Jollier, Rockville.
Wabash.....	W. H. Wetzel, Mount Carmel.	Perry.....	Lee B. Mullen, Cannellton.
Warren.....	J. D. Regan, Monmouth.	Pike.....	Howard Brenton, Winslow.
Washington.....	Lee A. Friend, Nashville.	Porter.....	Fred H. Cole, Valparaiso.
Wayne.....	J. B. Galbraith, Fairfield.	Posey.....	G. E. Behrens, Mount Vernon.
White.....	Charles H. Mossberger, Carmi.	Pulaski.....	W. E. Tennell, Winamac.
Whiteside.....	I. F. Price, Morrison.	Putnam.....	Frank Wallace, Greencastle.
Will.....	F. M. Muhlig, Joliet.	Randolph.....	Lee L. Driver, Winchester.
Williamson.....	J. W. McKinney, Marion.	Ripley.....	C. R. Hertenstein, Versailles.
Winnebago.....	Mrs. Abbie Jewett Craig, Rockford.	Rush.....	C. M. George, Rushville.
		Scott.....	W. S. Griffith, Scottsburg.
Woodford.....	Roy L. Moore, Eureka.	Shelby.....	W. Everson, Shelbyville.
		Spencer.....	J. W. Strassell, Rockport.
		Starke.....	J. Allen Barr, Knox.
INDIANA.		St. Joseph.....	Ralph Longfield, South Bend.
Adams.....	F. S. Christen, Decatur.	Steuben.....	H. Lyle Shank, Angola.
Allen.....	D. O. McComb, Fort Wayne.	Sullivan.....	Richard Park, Sullivan.
Bartholomew.....	Samuel Sharp, Columbus.	Switzerland.....	Ernest Dangle, Vevay.
Benton.....	M. F. O'Rear, Fowler.	Tippecanoe.....	C. V. Peterson, La Fayette.
Blackford.....	M. C. Townsend, Hartford City.	Tipton.....	Elmer L. Mitchell, Tipton.
		Union.....	Chas. C. Abernethy, Liberty.
Boone.....	E. M. Servies, Lebanon.	Vanderburg.....	K. W. Hemmer, Evansville.
Brown.....	Grover G. Brown, Nashville.	Vermillion.....	R. H. Valentine, Newport.
		Vigo.....	J. M. Propst, Terre Haute.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County	County superintendent.
INDIANA—contd.		IOWA—contd.	
Wabash.....	A. B. Oswalt, Wabash.	Mahaska.....	A. E. Jones, Oskaloosa.
Warren.....	Harry Evans, Williamsport.	Marion.....	Mae Goldizen, Knoxville.
Warrick.....	Ivor J. Robinson, Boonville.	Marshall.....	C. E. Shutt, Marshalltown.
Washington.....	Orna Hopper, Salem.	Mills.....	Geo. E. Masters, Glenwood.
Wayne.....	C. O. Williams, Richmond.	Mitchell.....	Blanche M. Laughlin, Ossage.
Wells.....	A. R. Huyette, Bluffton.	Monona.....	Ella M. Gardner, Onawa.
White.....	Henry J. Reid, Monticello.	Monroe.....	Myrta Harlow, Albion.
Whitley.....	A. R. Fleck, Columbia City.	Montgomery.....	Elizabeth Hugus, Red Oak.
IOWA.		Muscataine.....	E. D. Bradley, Muscatine.
Adair.....	Minerva Whittum, Greenfield.	O'Brien.....	J. J. Billingsly, Primghar.
Adams.....	Anna Lynam, Corning.	Osceola.....	Mary E. Pe Boos, Sibley.
Allamakee.....	W. L. Feck, Waukon.	Page.....	Agnes Samuelson, Clarinda.
Appanoose.....	Janet Wilson, Centerville.	Palo Alto.....	Florence Underwood, Emmetsburg.
Audubon.....	Ella M. Stearns, Audubon.	Plymouth.....	Erna H. Plath, Le Mars.
Benton.....	Della Lutes, Vinton.	Pocahontas.....	Grace D. Bradshaw, Pocahontas.
Black Hawk.....	H. C. Moeller, Waterloo.	Polk.....	Mrs. H. Huffman, Des Moines.
Boone.....	Gracia E. Tucker, Boone.	Pottawattamie.....	Charlotte Dryden, Council Bluffs.
Bremer.....	May E. Francis, Waverly.	Poweshiek.....	Estelle Coon, Brooklyn.
Buchanan.....	A. E. Jewett, Independence.	Ringgold.....	Louise Askren, Mount Ayr.
Buena Vista.....	A. E. Harrison, Storm Lake.	Sac.....	P. A. Lauterbach, Sac City.
Butler.....	E. B. Hodges, Allison.	Scott.....	Henry E. Ronge, Davenport.
Calhoun.....	Jeannette Lewis, Rockwell City.	Shelby.....	Rose M. Parker, Harlan.
Carroll.....	George Galloway, Carroll.	Sioux.....	Charles H. Tye, Orange City.
Cass.....	Jennie M. Ward, Atlantic.	Story.....	Maude Wakefield, Nevada.
Cedar.....	Mildred R. Yule, Tipton.	Tama.....	Mary A. Richards, Toledo.
Cerro Gordo.....	Fred D. Cram, Mason City.	Taylor.....	Allie Nelson, Bedford.
Cherokee.....	Margaret Montgomery, Cherokee.	Union.....	William Bell, Creston.
Chickasaw.....	Alf Vaala, New Hampton.	Van Buren.....	H. B. Carroll, Keosauqua.
Clarke.....	Bessie Hart, Osceola.	Wapello.....	R. L. Gardner, Ottumwa.
Clay.....	D. M. Odle, Spencer.	Warren.....	W. M. McGee, Indianola.
Clayton.....	Carl F. Becker, Elkader.	Washington.....	Katherine Stichter, Washington.
Clinton.....	C. E. Cozens, Clinton.	Wayne.....	Ava Amenell, Corydon.
Crawford.....	F. N. Olry, Penison.	Webster.....	Anna Johnson, Fort Dodge.
Dallas.....	May A. Hills, Adel.	Winneshago.....	Jessie Parker, Forest City.
Davis.....	H. C. Brown, Bloomfield.	Winneshiek.....	H. E. Miller, Decorah.
Decatur.....	Kate Hull, Leon.	Woodbury.....	J. F. Barnes, Sioux City.
Delaware.....	W. A. Ottilie, Manchester.	Worth.....	O. L. Varland, Northwood.
Des Moines.....	Wm. Dunlavy, Burlington.	Wright.....	Blanche Bork, Clarion.
Dickinson.....	F. S. Willey, Spirit Lake.	KANSAS.	
Dubuque.....	Joseph Flynn, Dubuque.	Allen.....	Lavonia M. Donica, Iola.
Emmett.....	Marie Sorum, Estherville.	Anderson.....	Josie Henderson, Garnett.
Fayette.....	N. J. Breckner, West Union.	Atchison.....	D. Anna Speer, Atchison.
Floyd.....	Mary D. Korinke, Charles City.	Barber.....	Lola Lichlyter, Medicine Lodge.
Franklin.....	Harry J. Henderson, Hampton.	Barton.....	W. L. Bowersox, Great Bend.
Fremont.....	Edith Anderson, Sidney.	Bourbon.....	May Hare, Fort Scott.
Greene.....	H. C. Roelofs, Jefferson.	Brown.....	Alma McAtee, Hiawatha.
Grundy.....	D. B. Earl, Grundy Center.	Butler.....	H. I. French, El Dorado.
Guthrie.....	I. M. Boggs, Guthrie Center.	Chase.....	Katherine Montgomery, Cottonwood Falls.
Hamilton.....	E. F. Snow, Webster City.	Chautauqua.....	Carrie Belmon, Sedan.
Hancock.....	J. R. Baggs, Garner.	Cherokee.....	G. A. Sanders, Columbus.
Hardin.....	Blanche Stoddard, Eldora.	Cheyenne.....	Robert Cram, St. Francis.
Harrison.....	Marie Case, Logan.	Clark.....	Maggie M. Myers, Ashland.
Henry.....	Carolyn Campbell, Mount Pleasant.	Clay.....	Mrs. Sue Hemphill, Clay Center.
Howard.....	Zina Fessenden, Cresco.	Cloud.....	Jane Collins, Concordia.
Humboldt.....	Clarence Messer, Humboldt.	Coiley.....	Cora E. Arnold, Burlington.
Ida.....	Julia Jacobs, Ida Grove.	Comanche.....	Mary Willard, Coldwater.
Iowa.....	G. A. Yakum, Marengo.	Cowley.....	Edna L. Johnson, Winfield.
Jackson.....	E. R. Stoddard, Maquoketa.	Crawford.....	J. W. Milcy, Girard.
Jasper.....	Lucy E. Hall, Newton.	Decatur.....	Elwood M. Brooks, Oberlin.
Jefferson.....	June Chidester, Fairfield.	Dickinson.....	Mary E. Woolverton, Abilene.
Johnson.....	N. E. Hessenius, Iowa City.	Doniphan.....	C. R. Hewins, Troy.
Jones.....	Kate Maurice, Anamosa.	Douglas.....	O. J. Lane, Lawrence.
Keokuk.....	Harry S. McVicker, Sigourney.	Edwards.....	Mary Mullikin, Kinsley.
Kossuth.....	Wm. Shirley, Algona.	Elk.....	H. A. Gilmore, Howard.
Lee.....	E. C. Lynn, Donnellson.	Ellis.....	Louis Christiansen, Hays.
Linn.....	Lula B. Secrist, Marion.	Ellsworth.....	H. Coover, Ellsworth.
Louisia.....	Myrtle Jamison, Wapello.	Finney.....	Emma F. Wilson, Garden City.
Lucas.....	Myrtle A. Duncan, Chariton.	Ford.....	Esther Wilkinson, Dodge City.
Lyon.....	E. T. Gilman, Rock Rapids.		
Madison.....	Carrie E. Ludlow, Winterset.		

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
KANSAS—contd.		KANSAS—contd.	
Franklin.....	W. A. Vickers, Ottawa.	Washington.....	Millie Spence-Gillett, Wash- ington.
Geary.....	Nora R. Clark, Junction City.	Wichita.....	P. E. Metheney, Leoti.
Gove.....	B. B. Bacon, Gove.	Wilson.....	Fannie Lyon, Fredonia.
Graham.....	U. S. Loyd, Hill City.	Woodson.....	Elizabeth T. Spencer, Yates Center.
Grant.....	Miss Deane Miller, New Ulysses.	Wyandotte.....	Oliver I. Thompson, Kansas City.
Gray.....	Edith Miller, Cimarron.	KENTUCKY.	
Greeley.....	August Halfman, Tribune.	Adair.....	Noah Loy, Columbia.
Greenwood.....	Mary L. Service, Eureka.	Allen.....	N. S. Shaw, Scottsville.
Hamilton.....	C. W. Noel, Syracuse.	Anderson.....	T. J. Leathers, Lawrenceburg.
Harper.....	J. C. Palmer, Anthony.	Ballard.....	J. E. Lane, Wickliffe.
Harvey.....	Ruth E. Mitten, Newton.	Barren.....	W. M. Totty, Glasgow.
Haskell.....	George B. Levitt, Santa Fe.	Bath.....	R. W. Kincaid, Owensville.
Hogeman.....	Winifred T. Goller, Jetmore.	Bell.....	John Hays, Pineville.
Jackson.....	F. R. Palmer, Holton.	Boone.....	J. C. Gordon, Burlington.
Jefferson.....	Annie Goddard, Oskaloosa.	Bourbon.....	J. B. Caywood, Paris.
Jewell.....	Lula Coyner, Mankato.	Boyd.....	B. B. Triplett, Catlettsburg.
Johnson.....	Zilpah Boone, Olathe.	Boyle.....	Oscar B. Fallis, Danville.
Kearny.....	Mrs. India Simmons, Lakin.	Bracken.....	Nannie Hancock, Brooksville.
Kingman.....	J. W. Wilson, Kingman.	Breathitt.....	Fallen Campbell, Jackson.
Kiowa.....	A. A. Hodges, Greensburg.	Breckinridge.....	J. Raleigh Meader, Hardins- burg.
Labette.....	Ida B. Marley, Oswego.	Bullitt.....	Ora L. Roby, Shepherdsville.
Lane.....	Wm. T. Caldwell, Dighton.	Butler.....	C. E. Gary, Morgantown.
Leavenworth.....	E. Voorhees, Leavenworth.	Caldwell.....	H. W. Nichols, Princeton.
Lincoln.....	G. H. Hower, Jr., Lincoln.	Calloway.....	R. E. Broach, Murray.
Linn.....	Maudie Hunts, Mound City.	Campbell.....	N. W. Reley, Alexandria.
Logan.....	Malcolm Peterson, Russell Springs.	Carlisle.....	N. J. Parsons, Bardwell.
Lyon.....	Mrs. Nettie B. Cartmel, Em- poria.	Carroll.....	Clay Tharp, Carrollton.
McPherson.....	I. C. Meyer, McPherson.	Carter.....	Leda B. Wilcox, Grayson.
Marion.....	J. A. Ray, Marion.	Casey.....	E. L. Cunliff, Liberty.
Marshall.....	W. H. Seaman, Marysville.	Christian.....	L. E. Foster, Hopkinsville.
Meade.....	Ola Granger, Meade.	Clark.....	Nancy Stevenson, Winchester.
Miami.....	Maggie Routt, Paola.	Clay.....	Davis M. Allen, Manchester.
Mitchell.....	Philip Louthan, Beloit.	Clinton.....	J. O. Cole, Albany.
Montgomery.....	Ethel A. Gillespie, Independ- ence.	Crittenden.....	James L. F. Paris, Marion.
Morris.....	Flora E. Davis, Council Grove.	Cumberland.....	Cora S. Payne, Burkesville.
Morton.....	Mrs. W. N. Newby, Richfield.	Daviess.....	John L. Graham, Owensboro.
Nemaha.....	W. R. Anthony, Seneca.	Edmonson.....	W. A. Pardue, Brownsville.
Neosho.....	J. A. Cannan, Erie.	Elliott.....	Wales S. Brown, Sandy Hook.
Ness.....	Edna Robison, Ness City.	Estill.....	E. S. Land, Irvine.
Norton.....	Pearl Wyrill, Norton.	Fayette.....	Nannie O. Faulconer, Lex- ington.
Osage.....	C. A. Deardorff, Lyndon.	Fleming.....	M. N. Evans, Flemingsburg.
Osborne.....	Bertha Yoxall, Osborne.	Floyd.....	Tilden Collins, Prestonburg.
Ottawa.....	Miss Lilius Mortimer, Minne- apolis.	Franklin.....	L. D. Stucker, Frankfort.
Pawnee.....	Bertha Pruett, Larned.	Fulton.....	Virginia Luten, Hickman.
Phillips.....	Olive L. Thomas, Phillips- burg.	Gallatin.....	Rosa B. Wood, Warsaw.
Pottawatomie.....	R. C. Walden, Westmoreland.	Garrard.....	Jennie Higgins, Lancaster.
Pratt.....	L. Grace Heaton, Pratt.	Grant.....	B. N. Harrison, Williams- town.
Rawlins.....	Bert Kesselring, Atwood.	Graves.....	J. E. Coleman, Mayfield.
Reno.....	S. P. Rowland, Hutchinson.	Grayson.....	Effie Sadler, Leitchfield.
Republic.....	Mary Jansky, Belleville.	Green.....	Myrtle F. Howard, Green- burg.
Rice.....	Bertha McCabe, Lyons.	Greenup.....	J. Howard Hatfield, Greenup.
Riley.....	Reppie Carey, Manhattan.	Hancock.....	J. H. Lamb, Hawesville.
Rooks.....	Jennie Walsh, Stockton.	Hardin.....	J. A. Payne, Elizabethtown.
Rush.....	F. A. Kirkpatrick, La Crosse.	Harlan.....	A. C. Jones, Harlan.
Russell.....	Caleb Bodmer, Russell.	Harrison.....	B. F. Kearns, Cynthia.
Saline.....	W. H. Stewart, Salina.	Hart.....	R. E. Jagers, Munfordville.
Scott.....	Genevieve Lancaster, Scott.	Henlerson.....	E. B. Liles, Henlerson.
Sedgewick.....	R. M. Crum, Wichita.	Henry.....	Hallie Ellis Pope, Newcastle.
Seward.....	Emma Thompson, Liberal.	Hickman.....	J. W. Brinkley, Clinton.
Shawnee.....	M. Edna Corbett, Topeka.	Hopkins.....	L. R. Ray, Madisonville.
Sheridan.....	Warner Johnson, Hoxie.	Jackson.....	H. F. Minter, McKee.
Sherman.....	Nona Stewart, Goodland.	Jefferson.....	Orville J. Stivers, Louisville.
Smith.....	Wm. McMullen, Smith Cen- ter.	Jessamine.....	C. C. Sanlucky, Nicholasville.
Stafford.....	Anna M. Beck, St. John.	Johnson.....	Fred Meade, Paintsville.
Stanton.....	Nellie Craig, Johnson.	Knott.....	J. C. Mills, Erlanger.
Stevens.....	Mary Burns, Hugoton.	Knox.....	Adam Campbell, Hindman.
Sumner.....	John R. Brooks, Wellington.	Larue.....	E. B. Hemphill, Harboursville.
Thomas.....	Alice Bieber, Colby.	Laurel.....	Sara Castleman McCowen, Hed- genville.
Trego.....	Mrs. Minnie O'Neil, Wakee- ney.	Lawrence.....	D. B. Johnson, London.
Wabamusee.....	Annie G. Crouch, Alma.		J. H. Ekers, Louisa.
Wallace.....	Rose Gilbert, Sharon Springs.		

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County	County superintendent.
KENTUCKY—contd.		KENTUCKY—contd.	
Lee.....	J. P. Thomas, Beattyville.	Owen.....	O. V. Jones, Owenton.
Leslie.....	Mary Hoskins, Hyden.	Owsley.....	A. J. Creech, Booneville.
Letcher.....	E. B. Hale, Whitesburg.	Pendleton.....	John E. Drake, Falmouth.
Lewis.....	J. Q. Adams, Vanceburg.	Perry.....	J. C. Napier, Hazard.
Lincoln.....	Garland Singleton, Stanford.	Pike.....	Fonzo Wright, Pikeville.
Livingston.....	H. D. Millen, Smithland.	Powell.....	Dudley Caudell, Stanton.
Logan.....	R. N. Beauchamp, Russellville.	Pulaski.....	Leonard E. Meece, Somerset.
Lyon.....	N. G. Martin, Eddyville.	Robertson.....	Cleveland Moore, Mount Olivet.
Madison.....	Ben F. Edwards, Richmond.	Rockcastle.....	Alice Davis, Mount Vernon.
Magoffin.....	J. S. Adams, Baysersville.	Rowan.....	J. H. Powers, Morehead.
Marion.....	J. W. Clarkson, Lebanon.	Russell.....	B. A. Lawless, Jamestown.
Marshall.....	Harry W. Peters, Benton.	Scott.....	Mary Bradley, Georgetown.
Martin.....	U. G. Johnson, Inez.	Shelby.....	Mrs. M. L. Hall, Shelbyville.
Mason.....	G. H. Turnipseed, Maysville.	Simpson.....	Alice Adams, Franklin.
McCracken.....	M. V. Miller, Paducah.	Spencer.....	Katie B. Beauchamp, Taylorsville.
McCreary.....	J. L. Harmon, Whitley City.	Taylor.....	Geo. E. Sapp, Campbellsville.
McLean.....	Wallace T. Bennett, Calhoun.	Todd.....	H. G. Watson, Elktion.
Meade.....	L. H. Powell, Brandenburg.	Trigg.....	Levi Cunningham, Cadiz.
Menifee.....	W. O. Back, Frenenburg.	Trimble.....	Carrie Logan Hood, Bedford.
Mercer.....	Ora L. Adams, Harrodsburg.	Union.....	G. W. Curry, Morganfield.
Metcalf.....	R. A. Palmer, Edmonston.	Warren.....	Eugenia Roemer, Bowling Green.
Monroe.....	S. C. Ray, Tompkinsville.	Washington.....	C. B. Bottom, Springfield.
Montgomery.....	Georgia V. Stedd, Mount Sterling.	Wayne.....	Hattie Denney, Monticello.
Morgan.....	Bernard E. Whitt, West Liberty.	Webster.....	Thos. W. Johnson, Dixon.
Muhlenberg.....	V. M. Moseley, Greenville.	Whitley.....	Samuel E. Walker, Williamsburg.
Nelson.....	W. T. McClain, Bardstown.	Wolfe.....	Taylor Shockey, Campton.
Nicholas.....	Eda S. Taylor, Carlisle.	Woodford.....	M. B. Hifner, Versailles.
Ohio.....	E. S. Howard, Hartford.		
Oldham.....	J. W. Selph, La Grange.		

Parish.	Parish superintendent.	Parish.	Parish superintendent.
LOUISIANA.		LOUISIANA—contd.	
Acadia.....	J. W. Oxford, Crowley.	Lafourche.....	W. S. Lafargue, Thibodaux.
Allen.....	R. O. Corkern, Oberlin.	La Salle.....	W. T. Hodges, Jena.
Ascension.....	H. P. Broussard, Donaldsonville.	Lincoln.....	D. G. Armstrong, Ruston.
Assumption.....	S. A. Alleman, Napoleonville.	Livingston.....	J. E. Cox, Dunham Springs.
Avoyelles.....	J. M. Barham, Marksville.	Madison.....	J. R. Linton, Tallulah.
Baton Rouge:		Morehouse.....	S. A. Caldwell, Bastrop.
East.....	W. B. Hatcher, Baton Rouge.	Natchitoches.....	L. E. Hudson, Natchitoches.
West.....	J. H. Bres, Port Allen.	Orleans.....	J. M. Gwinn, New Orleans.
Beauregard.....	L. D. McCollister, De Ridder.	Ouachita.....	T. O. Brown, Monroe.
Bienville.....	E. H. Fisher, Acadia.	Plaquemines.....	J. C. Blanchard, Pointe a la Hache.
Bossier.....	W. A. Fortin, Benton.	Pointe Coupee.....	Alonzo McFarland, New Roads.
Caddo.....	C. E. Byrd, Shreveport.	Rapides.....	C. C. Henson, Alexandria.
Caldwell.....	F. K. White, Lake Charles.	Red River.....	A. H. Horton, Coushatta.
Cameron.....	E. E. Cottingham, Columbia.	Richland.....	E. E. Keobler, Rayville.
Carroll:	T. W. McCall, Grand Chenier.	Sabine.....	W. S. Mitchell, Many.
East.....	Ward Anderson, Lake Providence.	St. Bernard.....	Clement Story, New Orleans.
West.....	W. McO. Dollerhide, Pioneer.	St. Charles.....	J. B. Martin, Hahnville.
Catahoula.....	H. W. Wright, Harrisonburg.	St. Helena.....	W. E. Phillips, Greensburg.
Catahoula.....	J. H. Davidson, Homer.	St. James.....	J. N. Gourdain, Convent.
Concordia.....	D. C. Strickler, Vidalia.	St. John the Baptist.....	L. F. Laurent, Edgard.
De Soto.....	G. O. Houston, Mansfield.	St. Landry.....	W. B. Prescott, Opelousas.
Evangeline.....	E. E. Ortego, Ville Platte.	St. Martin.....	F. O. Chavez, St. Martinville.
Felicians:		St. Mary.....	Charles Gott, Franklin.
East.....	E. R. Waller, Clinton.	St. Tammany.....	F. E. Lyon, Covington.
West.....	R. E. Crump, St. Francisville.	Tangipahoa.....	A. C. Lewis, Amite.
Franklin.....	J. L. McDuff, Winnboro.	Tensas.....	T. M. Wade, St. Joseph.
Grant.....	J. N. Warner, Pollock.	Terrebonne.....	H. L. Bourgeois, Houma.
Iberia.....	L. A. Walet, New Iberia.	Union.....	T. A. Green, Farmerville.
Iberville.....	L. E. Messick, Plaquemine.	Vermilion.....	J. H. Williams, Abbeville.
Jackson.....	R. L. Dickerson, Jonesboro.	Vernon.....	Finly Stanley, Leesville.
Jefferson.....	J. C. Ellis, Gretna.	Washington.....	D. H. Springfield, Franklinton.
Jefferson Davis.....	W. P. Arnette, Jennings.	Webster.....	T. W. Fuller, Minden.
Lafayette.....	L. J. Alleman, Lafayette.	Winn.....	J. J. Mixon, Winnfield.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Towns in Union.	Union superintendent.	Towns in Union.	Union superintendent.
MAINE.¹		MAINE—continued.	
Abbot, Blanchard, Elliottsville Pl., Kingsbury Pl., Monson, Willimantic.	William E. Hebard, Carmel.	Benton, Fairfield.....	W. M. Teague, Fairfield.
Acton, Lebanon, Newfield, Shapleigh.	George M. D. Grant, East Lebanon.	Berwick, Elliot, South Berwick.	W. C. McCue, Berwick.
Addison, Centerville, Jonesboro, Jonesport.	D. H. Corson, Jonesport.	Bethel, Gilead, Greenwood, Mason.	Charles E. Lord, Bethel.
Albany, Lovell, Stoneham, Sweden.	A. B. Garcelon, North Lovell.	Bigelow Pl., Coplin Pl., Dead River Pl., Eustis, Flagstaff Pl., Lang Pl.	Howard Gilpatrick, Stratton.
Albion, Burnham, Troy, Unity, Unity Pl.	Naomi T. Gregoire, Unity.	Blaine, Bridgewater, E. Plantation, Mars Hill, Monticello.	T. A. DeCosta, Mars Hill.
Alexander, Crawford, Grand Lake Str. Pl., No. 21 Pl. (Wash.), Princeton, Talmadge, Waite, Codyville Pl., Topsfield.	Charles H. Swan, Princeton.	Bluehill, Brooklin, Sedgewick.	E. L. Linscott, Bluehill.
Alfred, Sanford.....	Ralph P. Mitchell, Sanford.	Boothbay, Boothbay Harbor, Monhegan Pl., Southport.	Walter L. Mason, Boothbay Harbor.
Allagash Pl., Fort Kent, St. Francis Pl., St. John Pl.	Joseph F. Cyr, Fort Kent.	Bowdoin, Bowdoinham, Richmond.	E. R. Bowdoin, Richmond.
Alna, Dresden, Edgecomb, Pittston, Wisconsin.	Leslie A. Bailey, Dresden.	Bowerbank, Dover, Foxcroft, Sebec.	Wm. M. Bottomley, Foxcroft.
Alton, Argyle, Lagrange, Medford, Orneville.	Mrs. Kit B. Comstock, Oldtown R. 1.	Bradley, Greenbush, Greenfield, Millford, Passadumkeag.	Gertrude E. Gifford, Olamont.
Amherst, Aurora, Clifton, Mariaville, No. 21 Pl., No. 33 Pl., Otis, Waltham.	Carolyn B. Silsby, Amherst.	Bremen, Nobleboro, Waldoboro.	V. V. Thompson, Waldoboro.
Amity, Cary Pl., Hodgdon, Linneus.	W. E. Finch, Hodgdon.	Brewer, Eddington, Holden, Vesie.	F. W. Burrill, Brewer.
Andover, Byron, Mexico, Roxbury.	S. J. Rawson, Ridlonville.	Bridgton, Harrison, Naples.	E. E. Russell, Bridgton.
Anson, Bingham, Embden, Solon.	Mrs. L. A. Bradbury, North Anson.	Bristol, Damariscotta, Newcastle, South Bristol.	Julia E. Barker, Damariscotta.
Appleton, Liberty, Palermo, Washington.	Albert F. Barnes, Liberty.	Brooks, Jackson, Monroe, Swanville, Waldo.	Ernest L. Toner, Brooks.
Aroowic, Georgetown, Phippsburg, Westport, Woolwich.	Clara M. Reed, Woolwich.	Brooksville, Castine, Penobscot, Islesboro.	D. W. Rollins, Castine.
Ashland, Garfield Pl., Masardis, Nashville Pl., Oxbow Pl., Portage Lake.	A. L. Shorey, Ashland.	Brookton, Danforth, Forest City, Orient, Vanceboro, Weston.	J. F. Philbrook, Danforth.
Athens, Brighton Pl., Cambridge, Cornville, Harmony.	Carl T. Rhoades, Harmony.	Brownfield, Denmark, Fryeburg, Stow.	C. L. Clement, Fryeburg.
Atkinson, Bradford, Charleston, Corinth, Kenduskeag.	H. E. Fortier, Charleston.	Brunswick, Topsham... Buckfield, Hartford, Hebron, Sumner.	John A. Cone, Brunswick.
Avon, Freeman, Phillips, Salem, Strong.	Stephen T. Marshall, Strong.	Bucksport, Oriand, Orrington, Verona.	C. C. Tuttle, Buckfield.
Baileysville, Baring, Calais.	W. H. Philney, Calais.	Burlington, Edinburg, Enfield, Grand Falls Pl., Howland, Lowell, Maxfield, Seboks Pl.	Abbie E. Buck, Oriand.
Baldwin, Hiram, Sebago.	Celia H. Sanborn, East Hiram.	Buxton, Hollis, Standish.	Edward A. Simonsen, Howland.
Bancroft, Drew Pl., Glenwood Pl., Haynesville, Kingman, Macwahoc Pl., Reed Pl.	Joseph W. Hamlin, Kingman.	Camden, Hope, Thomaston.	Fred Benson, West Buxton.
Barnard Pl., Brownville, Lake View Pl., Milo, Williamsburg.	Foster L. Higgins, Milo.	Canaan, Clinton, Pittsfield.	B. E. Packard, Camden.
Bath, West Bath.....	G. A. Stuart, Bath.	Canton, Livermore.....	W. E. Stuart, Pittsfield.
Beddington, Cherryfield, Columbia Falls, Deblois, Steuben.	Frances C. Jewett, Cherryfield.	Cape Elizabeth, South Portland.	F. E. Fortier, Canton.
Belfast, Searsport.....	E. E. Roderick, Belfast.	Caratunk Pl., Concord, Mayfield Pl., Moscow, Pleasant Ridge Pl., The Forks Pl., West Forks Pl.	Simon M. Hamlin, South Portland.
Belgrade, Fayette, Mount Vernon, Readfield.	Ralph G. Oakes, Mount Vernon.	Caribou, Limestone.....	Charles E. Ball, Bingham.
Belmont, Lincolnville, Morrill, Northport, Searsport.	Lena Rankin, Lincolnville.	Carmel, Dixmont, Etna, Newberg.	C. A. Grant, Caribou.
Benedicta, Hersey, Mount Chase, Patten, Stacyville Pl.	A. L. Todd, Patten.	Carroll, Lakeville Pl., Lee, Prentiss, Springfield, Webster Pl.	W. E. Hebard, Carmel.
		Carthage, Dixfield, Peru, Weld.	G. H. Jewett, Springfield.
		Casco, Otisfield, Raymond.	P. M. Cooper, Dixfield.
		Castle Hill, Chapman, Mapleton.	Gardiner W. Cole, Casco.
		Caswell Pl., Connor, Cyr Pl., Hamlin Pl., Van Buren.	Elmer H. Webber, Mapleton.
			Charles L. O'Connell, Van Buren.

¹Practically all city superintendents have supervision over some rural schools. See also p. 73.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Towns in Union.	Union superintendent.	Towns in Union.	Union superintendent.
MAINE—continued.		MAINE—continued.	
Charlotte, Cooper, Den- nysville, Edmunds, Marion, Meddybemps, No. 14 Pl., Pembroke.	Ira B. Knight, West Pembroke.	Exeter, Glenburn, Hud- son, Levant, Stetson. Farmingdale, Gardiner, Randolph.	Elmer B. Eddy, Ken- duskeag, R. F. D. L. A. Ross, Gardiner.
Chelsea, Jefferson, Som- erville, Whitefield, Windsor.	Raymond C. Beale, Whitefield.	Farmington, New Vine- yard, Temple.	Wm. B. Woodbury, Farmington.
Chester, Lincoln, Mat- tawamkeag, Winn, Woodville.	S. M. Nieveen, Matta- wamkeag.	Frankfort, Prospect, Stockton Springs, Winterport.	Frederick Nickerson, Frankfort.
Chesterville, Industry, New Sharon, Vienna.	F. J. McAuliffe, New Sharon.	Freedom, Knex, Mont- ville, Thorndike.	Mrs. P. W. Berry, Thorn- dike.
China, Vassalboro, Winslow.	George E. Paine, Wins- low.	Freeport, Pownal, Yar- mouth.	Frank H. Byram, Free- port.
Columbia, Harrington, Milbridge.	Karl D. Lee, Harring- ton.	Frenchville, Grand Isle, Madawaska, St. Agatha.	B. S. Dufour, St. Agatha.
Corinna, Detroit, New- port, Plymouth.	Clifton E. Wass, New- port.	Gorham, Westbrook.... Gouldsboro, Sorrento, Sullivan, Winter Harbor.	R. J. Libby, Westbrook, R. L. Sinclair, West Gouldsboro.
Cornish, Limington, Parsonsfield, Porter.	I. J. Merry, Cornish.	Gray, New Gloucester, Windham.	C. E. Varney, Gray.
Cranberry Isles, Mount Desert, Southwest Harbor, Tremont.	W. E. Clark, Southwest Harbor.	Greene, Leeds, Turner..	Bertha Groden, Turner Center.
Crichaven Pl., Matinicus Isle Pl., Union, Warren.	F. D. Rowe, Warren.	Gulford, Parkman, Sangerville, Wellington.	Walter J. Rideout, Sang- erville.
Crystal, Island Falls, Sherman, Silver Ridge Pl.	George C. Hight, Island Falls.	Hallowell, Manchester, Winthrop.	W. F. Packard, Hallo- well.
Cumberland, Falmouth, North Yarmouth.	D. W. Lunt, Portland, R. 4.	Hammond Pl., Houl- ton, Littleton.	T. P. Packard, Houlton.
Cushing, Friendship, St. George, South Thomaston.	Harry C. Hull, Thomas- ton.	Hampden, Hermon....	W. E. Stoddard, Hamp- den.
Cutler, Lubec, Trescott, Whiting.	M. E. Wright, Cutler.	Hanover, Milton Pl., Rumford.	L. E. Williams, Rum- ford.
Dallas Pl., Madrid, Rangeley, Rangeley Pl., Sandy River Pl.	J. M. Pike, Rangeley.	Hartland, Palmyra, St. Albans.	H. B. Clifford, Hartland.
Dayton, North Kenne- bunkport, Saco.	T. T. Young, Saco.	Highland Pl., Kingfield, Lexington Pl., New Portland.	Frank E. Baldwin, Kingfield.
Dedham, Ellsworth, Surry.	W. H. Patten, Ellsworth.	Jay, Wilton.....	Merton T. Goodrich, Jay.
Deer Isle, Isle au Haut, Stonington.	John Paton, Deer Isle.	Kennebunk, Kenne- bunkport.	Isaac H. Storer, Kenne- bunk.
Dennistown Pl., Green- ville, Jackman Pl., Long Pond Pl., Moose River Pl., Shirley.	Russell S. Taylor, Green- ville.	Kittery, York.....	E. S. Foster, York.
Dexter, Garland, Rip- ley.	Jas. A. Hamlin, Dexter.	Limerick, Lyman, Waterboro.	Florent Whitmore, East Waterboro.
Durham, Lisbon, Web- ster.	A. R. Carter, Lisbon Falls.	Lincoln Pl., Magallo- way Pl., Newry, Up- ton.	Charles S. Hulbert, Up- ton.
Dyer Brook, Ludlow, Merrill, Moro Pl., New Limerick, Oak- field, Smyrna.	E. C. Vining, Smyrna Mills.	Litchfield, Monmouth, Wales, West Gard- ner.	Harriet Fenderson, Litchfield.
Eagle Lake, New Cana- da Pl., Wallagrass Pl., Winterville Pl.	Vital J. Labbe, Eagle Lake.	Long Island Pl., North Haven, Swans Island, Vinalhaven.	Edward A. Smalley, Vinalhaven.
Eastbrook, Franklin, Hanock, Lamoine.	E. S. Higgins, Franklin.	Madison, Skowhegan....	L. W. Gerrish, Skow- hegan.
East Livermore, Wayne.	John H. Carter, Liver- more Falls.	Mechanic Falls, Minot, Poland.	Harriet M. Spiller, Me- chanic Falls.
East Machias, Machias, Machiasport, Marsh- field, Northfield, Roque Bluffs, Whit- neyville.	John C. Merrill, East Machias.	Mercer, Norridgewock, Smithfield, Starks.	Orlando C. Woodman, Norridgewock.
East Millinocket, Med- way, Millinocket.	W. M. Marr, Millinocket.	New Sweden, Stock- holm, Westmanland Pl., Woodland.	Clara C. Strom, New Sweden.
Easton, Fort Fairfield...	C. E. Glover, Fort Fair- field.	North Berwick, Wells... Norway, Oxford, Water- ford.	C. A. Rush, Wells. True C. Morrill, Norway.
Eastport, Perry, Rob- binston.	W. H. Sturtevant, East- port.	Oakland, Rome, Sidney. Old Orchard, Scarborough.	John S. Tapley, Oakland F. H. B. Heald, South Portland, R. 8.
Eden, Trenton.....	Frank McGouldrick, Bar Harbor.	Oldtown, Orono..... Paris, Woodstock..... Perham, Wade, Wash- burn.	W. O. Chase, Oldtown. M. C. Joy, South Paris. T. W. McQuaide, Wash- burn.
		Presque Isle, Westfield..	S. E. Preble, Presque Isle.
		Rockland, Rockport....	R. L. West, Rockland.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
MARYLAND.		MARYLAND—contd.	
Allegany.....	Edward F. Webb, Cumberland.	Howard.....	W. C. Phillips, Ellicott City.
Anne Arundel.....	George Fox, Annapolis.	Kent.....	Edward J. Clarke, Chestertown.
Baltimore.....	A. S. Cook, Towson.	Montgomery.....	Edwin W. Breome, Rockville.
Calvert.....	T. G. Bennett, Prince Frederick.	Prince Georges.....	E. S. Burroughs, Upper Marlboro.
Caroline.....	E. M. Noble, Denton.	Queen Annes.....	B. J. Grimes, Centerville.
Carroll.....	M. S. H. Unger, Westminster.	St. Marys.....	G. W. Joy, Leonardtown.
Cecil.....	Hugh W. Caldwell, Elkton.	Somerset.....	Wm. H. Dashiell, Princess Anne.
Charles.....	F. Bernard Gwynn, La Plata.	Talbot.....	Nicholas Orem, Easton.
Dorchester.....	J. B. Noble, Cambridge.	Washington.....	Raymond E. Staley, Hagerstown.
Frederick.....	G. Lloyd Palmer, Frederick.	Wicomico.....	James M. Bennett, Salisbury.
Garrett.....	F. E. Rathbun, Oakland.	Worcester.....	E. W. McMaster, Snow Hill.
Harford.....	C. M. Wright, Bel Air.		

Towns in union.	Union Superintendent.	Towns in union.	Union Superintendent.
MASSACHUSETTS.¹		MASSACHUSETTS—contd.	
Acton, Carlisle, Littleton, Westford.	Frank H. Hill, Littleton.	Buckland, Colrain, Shelburne.	C. J. Richards, Shelburne Falls.
Acushnet, Fairhaven, Mattapoisett.	Charles F. Prior, Fairhaven.	Carver, Lakeville, Raynham, Rochester.	Chester W. Humphrey, Rochester.
Agawam, Ludlow.....	Walter E. Gushee, Ludlow.	Charlemont, Hawley, Heath, Rowe.	Frank P. Davison, Charlemont.
Alford, Egremont, Richmond, West Stockbridge.	Hattie L. Hawley, West Stockbridge.	Charlton, Leicester.....	George B. Clark, Leicester.
Amherst, Pelham.....	John D. Brooks, Amherst.	Chatham, Eastham, Harwich, Orleans.	Loring G. Williams, Harwich.
Ashburnham, Winchendon.	Albert J. Chidester, Winchendon.	Cheshire, Hancock, Lanesboro, New Ashford.	Everett G. Loring, Lanesboro.
Ashby, Lunenburg, Townsend.	Herman C. Knight, Townsend.	Chesterfield, Williamsburg, Worthington.	Elbridge W. Goodhue, Haydensville.
Ashfield, Cummington, Goshen, Plainfield.	Charles W. Walker, Ashfield.	Chilmark, Edgartown, Gay Head, Oak Bluffs, Tisbury, West Tisbury.	Robert W. Martin, Vineyard Haven.
Ashland, Hopkinton.....	Warren B. Lyman, Hopkinton.	Clarksburg, Florida, Monroe, Savoy.	D. F. Carpenter, North Adams.
Auburn, Sutton.....	R. W. Marton, Worcester.	Conway, Deerfield, Sunderland, Whateley.	Andrew S. Thompson, South Deerfield.
Avon, Holbrook, Randolph.	James J. Quinn, Jr., Holbrook.	Dana, Greenwich, New Salem, Prescott.	C. C. Richardson, North Dana.
Ayer, Boylston, Shirley, West Boylston.	Frank C. Johnson, Ayer.	Douglas, Uxbridge.....	C. L. Jenkins, Uxbridge.
Barre, Hardwick, Petersham.	Albert S. Cole, Barre.	Dover, Sudbury, Wayland.	Frank H. Benedict, Cochituate.
Becket, Chester, Middlefield.	William H. Sanderson, Chester.	Dracut, North Reading, Tewksbury, Tyngsborough.	Charles L. Randall, Lowell.
Bedford, Stoneham.....	Arthur B. Webber, Stoneham.	Dudley, Webster.....	William F. Sims, Webster.
Belmont, Burlington....	George P. Armstrong, Belmont.	Duxbury, Marshfield, Scituate.	Charles A. Crowell, Jr., Scituate.
Belchertown, Enfield....	Alvin R. Lewis, Belchertown.	East Bridgewater, West Bridgewater.	Edgar H. Grout, East Bridgewater.
Bellingham, Hopedale, Mendon.	Francello G. Atwell, Hopedale.	Easthampton, Southhampton, Westhampton.	William D. Miller, Easthampton.
Berkley, Dighton, Rehoboth.	Mortimer H. Bowman, Dighton.	East Longmeadow, Hampden, Longmeadow, Wilbraham.	Leonora E. Taft, Springfield.
Berlin, Northboro, Shrewsbury, Southboro.	Frederick B. Van Ornum, Northboro.	Erving, Leverett, Shutesbury, Wendell.	Corra A. Stearns, Wendell Depot.
Blackstone, Millville, Seekonk.	Harry E. Gardner, Blackstone.	Essex, Hamilton, Lynnfield, Topsfield, Wenham.	Harvey R. Williams, Wenham.
Blandford, Huntington, Montgomery, Russell.	Melvin J. West, Huntington.	Foxboro, Norton, Plainville.	Ira A. Jenkins, Foxboro.
Bolton, Dunstable, Harvard, Pepperell.	Austin R. Pauli, Pepperell.	Franklin, Wrentham....	Arthur W. Hale, Franklin.
Bourne, Mashpee, Sandwich.	Herbert L. Whitman, Buzzards Bay.	Freetown, Gosnold, Westport.	Edward Hill, New Bedford.
Boxborough, Maynard, Stow.	W. H. Millington, Maynard.	Georgetown, Groveland, Rowley.	Josiah S. McCann, Groveland.
Brunfield, Monson.....	Frederic A. Wheeler, Monson.	Gill, Bernardston, Leyden, Northfield, Warwick.	Elmer F. Howard, East Northfield.
Brewster, Dennis, Yarmouth.	Alberto W. Small, Yarmouth.		
Brookfield, North Brookfield.	T. W. King, North Brookfield.		

¹ Practically all city superintendents have supervision over some rural schools. See also pp. 79-80.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Towns in Union.	Union superintendent.	Towns in Union.	Union superintendent.
MASSACHUSETTS—con.		'MASSACHUSETTS—con.	
Grafton, Upton.	Frederick E. Whittemore, South Hadley Falls.	Medfield, Mills, Norfolk, Westwood.	A. S. Ames, Medfield.
Granby, South Hadley.	David J. Malcolm, Granville.	Merrimac, Newbury, Salisbury, West Newbury.	Leon E. Davis, West Newbury.
Granville, Sandisfield, Southwick, Tolland.	Geo. Allen Coe, Kingston.	Milbury, Oxford.	Chauncey C. Ferguson, Milbury.
Hadley, Hatfield.	Stephen G. Bean, Hanover.	Mount Washington, New Marlboro, Shalseld.	Alfred O. Tower, Shalseld.
Hadley, Kingston, Pembroke, Plymouth.	Hermann G. Patt, Hinsdale.	New Braintree, Sturbridge, West Brookfield.	Frederick E. Bragdon, West Brookfield.
Hanover, Hanson, Norwalk.	J. B. Childs, Holden.	Princeton, Sterling, Westminster.	Harry C. Waldron, Leominster.
Hinsdale, Peru, Washington, Windsor.	John Bacon, Warren.	Provincetown, Truro, Wellfleet.	C. M. Pennell, Provincetown.
Holden, Oakham, Paxton, Rutland.	Carroll H. Drown, West Medway.	Somerset, Swansea.	F. C. Tenney, Pottersville.
Holland, Wales, Warren.	A. M. Jones, Baldwinville.	Wilmington, Boxford, Middleton.	Roscoe G. Frame, Wilmington.
Holliston, Medway, Sherborn.	Clarence E. Michels, Lee.		
Hubbardston, Phillipston, Royalston, Tangleton.			
Lee, Monterey, Otis, Tyngham.			

County.	County commissioner.	County.	County commissioner.
MICHIGAN.		MICHIGAN—contd.	
Alcona.	Thomas B. Cook, Harrisville.	Keweenaw.	H. B. Winter, Mohawk.
Alper.	Earle H. Sortore, Munising.	Lake.	Edwin G. Johnson, Luther.
Allegan.	C. L. Goodrich, Allegan.	Lapeer.	C. H. Naylor, Lapeer.
Alpena.	E. L. Little, Alpena.	Leelanau.	H. B. Dumbrie, Glen Arbor.
Antrim.	Archib. C. Belding, Beldaire.	Lenawee.	G. J. Tripp, Adrian.
Arenac.	G. H. Glasore, Standish.	Livingston.	H. G. Aldrich, Powersville.
Baraga.	S. O. Clinton, Baraga.	Luce.	Ann I. Autan, Newberry.
Barry.	E. J. Edgar, Hastings.	Mackinac.	E. J. Lechance, St. Ignace.
Bay.	J. B. Laing, Bay City.	Macomb.	Will L. Lee, Mount Clemens.
Benzie.	A. H. Upton, Frankfort.	Manistee.	Robert Gerred, Manistee.
Berrien.	Mrs. E. H. Cole, St. Joseph.	Marquette.	S. R. Anderson, Marquette.
Branch.	L. L. Livermore, Coldwater.	Macon.	C. A. Rinehart, Scottville.
Calhoun.	D. A. Davis, Marshall.	Mecosta.	C. G. Card, Big Rapids.
Cass.	Ruth H. Mosier, Dowagiac.	Menominee.	Jesse Hubbard, Menominee.
Charlevoix.	May L. Stewart, East Jordan.	Midland.	B. G. Scofield, Midland.
Cheboygan.	Arthur L. Martin, Cheboygan.	Missaukee.	J. Q. Zuck, Lake City.
Chippewa.	T. B. Aldrich, Brimley.	Monroe.	John G. Schafer, Monroe.
Clare.	A. H. Aldrich, Harrison.	Montcalm.	E. Straight, Stanton.
Clinton.	T. H. Townsend, St. Johns.	Montmorency.	David W. Farrier, Atlanta.
Crawford.	James A. Kalahar, Frederic.	Muskegon.	Nellie B. Chisholm, Montague.
Delta.	C. U. Woolpert, Kalamazoo.	Newaygo.	Carrie L. Carter, Fremont.
Dickinson.	D. O'Hara, Iron Mountain.	Oakland.	A. L. Craft, Pontiac.
Easton.	Cynthia A. Green, Charlotte.	Oceana.	Emma R. Hutchins, Hart.
Emmet.	H. S. Babcock, Harbor Springs.	Ogemaw.	Josephine Woods, West Branch.
Ganess.	John L. Riggle, Flint.	Ontonagon.	A. C. Adair, Rockland.
Gladwin.	C. J. Barnum, Gladwin.	Oscoda.	Geo. F. Roxburgh, Reed City.
Gogebic.	Laura Bowden, Ironwood.	Oscoda.	John H. Speck, Fairview.
Grand Traverse.	Lee Hornsby, Traverse City.	Otsego.	K. F. Jennings, Vanderbilt.
Gratiot.	H. A. Potter, Ithaca.	Ottawa.	N. R. Stanton, Holland.
Hillsdale.	Harry McClave, Hillsdale.	Presque Isle.	Martha A. Caldwell, Onaway.
Houghton.	William Bath, Houghton.	Roscommon.	W. M. Coon, Roscommon.
Huron.	W. H. Sparling, Bad Axe.	Saginaw.	B. S. Teft, Saginaw, W. S.
Ingham.	F. E. Bearl, Mason.	St. Clair.	E. T. Blackney, Port Huron.
Ionia.	Harvey H. Lowrey, Ionia.	St. Joseph.	Lewis Miller, Centerville.
Iscia.	J. A. Campbell, Cayas City.	Sanilac.	W. J. Musselman, Sandusky.
Iron.	John F. Mason, Crystal Falls.	Schoolcraft.	W. T. S. Cornell, Manistiquia.
Isabella.	Frank E. Morrison, Mount Pleasant.	Shiawassee.	H. E. Sherman, Corunna.
Jackson.	W. W. McLean, Jackson.	Tuscola.	B. H. McComb, Caro.
Kalamazoo.	Sheridan Mapes, Kalamazoo.	Van Buren.	E. V. Root, Paw Paw.
Kalamazoo.	Irene Louise Getty, Kalamazoo.	Washtenaw.	Evan Essery, Ann Arbor.
Kalamazoo.	A. M. Freeman, Grand Rapids.	Wayne.	E. W. Yost, Detroit.
Kalamazoo.		Wexford.	Roy Noteware, Cadillac.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
MINNESOTA.		MINNESOTA—contd.	
Aitkin.....	Mrs. C. S. Young, Aitkin.	Sibley.....	W. M. Carver, Gaylord.
Anoka.....	Geo. D. Goodrich, Anoka.	Stearns.....	W. A. Boerger, St. Cloud.
Becker.....	Anna G. Rogstad, Detroit.	Steele.....	James A. Mork, Owatonna.
Beltrami.....	W. B. Stewart, Bemidji.	Stevens.....	Ray S. Roberts, Morris.
Benton.....	Agnes K. Burns, Sauk Rapids.	Swift.....	Tille S. Thomason, Benson.
Bigstone.....	Anna Swenson, Ortonville.	Todd.....	E. A. Williams, Long Prairie.
Blue Earth.....	W. H. Detamore, Mankato.	Traverse.....	Bessie Caswell, Wheaton.
Brown.....	Robt. B. Kennedy, New Ulm.	Wabasha.....	Harry V. Fick, Lake City.
Carlton.....	Nora A. Nilson, Moose Lake.	Wadena.....	Maude R. Kennedy, Wadena.
Carver.....	F. L. Williams, Watertown.	Waseca.....	H. C. Van Loh, Waseca.
Cass.....	It. F. Ross, Walker.	Washington.....	H. N. Swanson, Stillwater.
Chippewa.....	Petra Storaker, Montevideo.	Watsonwan.....	Mabel Madson, St. James.
Chisago.....	E. J. Cederholm, Lindstrom.	Wilkin.....	A. S. Gredvig, Breckenridge.
Clay.....	S. O. Tang, Moorhead.	Winona.....	A. C. Loomis, Winona.
Clearwater.....	John H. Sommervold, Bagley.	Wright.....	A. A. Zech, Annandale.
Cook.....	Wm. J. Clinch, Grand Marais.	Yellow Medicine.....	Lue A. Olds, Granite Falls.
Cottonwood.....	Alfred R. Iverson, Windom.		
Crow Wing.....	Irma C. Hartley, Brainerd.		
Dakota.....	Josephine Raetz, Hastings.		
Dodge.....	Zena Cooper, Mantorville.		
Douglas.....	Geo. Susens, Alexandria.		
Fairbault.....	Margaret E. Bieri, Blue Earth.		
Fillmore.....	Oscar Carlson, Preston.		
Freeborn.....	Harold Dahlen, Albert Lea.		
Goodhue.....	E. B. Berquist, Red Wing.		
Grant.....	Blanch L. Brennin, Elbow Lake.		
Hennepin.....	H. I. Harter, Minneapolis, Courthouse.		
Houston.....	Marie Ottersness, Caledonia.		
Hubbard.....	D. R. Bradford, Park Rapids.		
Isanti.....	Mrs. M. B. Ilkxson, Cambridge.		
Itasca.....	Mrs. Estelle Whipple, Grand Rapids.		
Jackson.....	J. B. Arp, Jackson.		
Kanabec.....	Willis Fairbanks, Mora.		
Kandiyohi.....	W. D. Frederickson, Willmar.		
Kittson.....	Hans Hanson, Hallock.		
Koochiching.....	D. B. Jewell, International Falls.		
Lac qui Parle.....	A. J. Kittleson, Madison.		
Lake.....	Mrs. Alice W. Lawrence, Two Harbors.		
Lesueur.....	J. A. Meagher, Lesueur Center.		
Lincoln.....	J. T. Clawson, Ivanhoe.		
Lyons.....	H. R. Painter, Marshall.		
McLeod.....	Geo. F. Munier, Hutchinson.		
Mahnomen.....	James Sweeney, Mahnomen.		
Marshall.....	David Johnson, Warren.		
Martin.....	C. J. Timms, Fairmont.		
Meeker.....	Anna Onsdorf, Litchfield.		
Mill lakes.....	Olaf Wasenius, Princeton.		
Morrison.....	M. E. Barnes, Little Falls.		
Mower.....	Mrs. Eunice L. Rice, Austin.		
Murray.....	Jennie Holm, Slayton.		
Nicollet.....	Albert J. Holmstead, St. Peter.		
Nobles.....	E. K. Sampson, Worthington.		
Norman.....	Ida Rud Falconer, Ada.		
Olmsted.....	Wm. L. Mercer, Rochester.		
Ottertail.....	L. R. Adley, Fergus Falls.		
Pennington.....	E. A. Mostue, Thief River Falls.		
Pine.....	R. H. Blankenship, Pine City.		
Pipestone.....	J. R. Campbell, Pipestone.		
Polk.....	N. A. Thorson, Crookston.		
Pope.....	Lena Otteson, Glenwood.		
Ramsey.....	Geo. H. Reif, St. Paul, Courthouse.		
Red Lake.....	Lou F. Green, Red Lake Falls.		
Redwood.....	Mrs. Adela G. Pratt, Redwood Falls.		
Renville.....	Amalia M. Bengtson, Olivia.		
Rice.....	J. H. Lewis, Faribault.		
Rock.....	Edla A. Headley, Luverne.		
Roseau.....	Mrs. Bergit Billberg, Roseau.		
St. Louis.....	N. A. Young, Duluth.		
Scott.....	T. J. Nickolay, Shakopee.		
Sherburne.....	Ada P. Conger, Becker.		
		MISSISSIPPI.	
		Adams.....	M. C. Montgomery, Natchez.
		Alcorn.....	W. A. McCord, Corinth.
		Amite.....	J. N. Steele, Liberty.
		Attala.....	W. A. Hull, Kosciusko.
		Benton.....	W. T. Renick, Ashland.
		Bolivar.....	G. H. Armstrong, Cleveland.
		Calhoun.....	J. O. Rich, Pittsboro.
		Carroll.....	D. D. Fullilove, Vaiden.
		Chickasaw.....	Geo. D. Riley, Houston.
		Choctaw.....	J. F. Bridges, Chester.
		Claborn.....	S. J. Russell, Port Gibson.
		Clarke.....	G. B. Parker, Quitman.
		Clay.....	E. H. Walker, West Point.
		Coahoma.....	J. M. Brooks, Clarksdale.
		Copiah.....	A. A. McAlpin, Hazlehurst.
		Covington.....	Alex. Newton, Collins.
		De Soto.....	R. E. L. Morgan, Hernando.
		Forrest.....	E. J. Currie, Hattiesburg.
		Franklin.....	W. L. Foreman, Meadville.
		George.....	W. A. Ayers, Lucedale.
		Greene.....	Newton James, Leakesville.
		Grenada.....	M. McKibben, Grenada.
		Hancock.....	John Craft, Bay St. Louis.
		Harrison.....	W. H. Wood, Gulfport.
		Hinds.....	F. M. Coleman, Raymond.
		Holmes.....	J. M. Kimbrough, Lexington.
		Humphreys.....	T. D. Rice, Belzoni.
		Issaquena.....	Geo. Robinson, Mayersville.
		Itawamba.....	J. A. Senter, Fulton.
		Jackson.....	A. Flurry, Pascagoula.
		Jasper.....	C. E. Watkins, Bay Springs.
		Jefferson.....	L. L. Posey, Fayette.
		Jefferson Davis.....	W. W. Lee, Prentiss.
		Jones.....	C. W. Jenkins, Laurel.
		Kemper.....	D. W. Jackson, Dekalb.
		Lafayette.....	C. A. McLarty, Oxford.
		Lamar.....	A. Q. Broadus, Purvis.
		Lauderdale.....	T. C. Lockard, Meridian.
		Lawrence.....	W. L. McGehey, Monticello.
		Leake.....	C. M. Langford, Carthage.
		Lee.....	T. M. Milam, Tupelo.
		LeFlore.....	J. R. Hughes, Greenwood.
		Lincoln.....	Barney Grice, Brookhaven.
		Lowndes.....	E. A. Stanley, Columbus.
		Madison.....	G. R. Bennett, Canton.
		Marion.....	E. I. Watts, Columbia.
		Marshall.....	John P. Horton, Holly Spring.
		Monroe.....	W. A. Addington, Aberdeen.
		Montgomery.....	Guy C. Burton, Winona.
		Neshoba.....	Ivy E. Peebles, Philadelphia.
		Newton.....	M. G. Scarborough, Decatur.
		Noxubee.....	J. G. Chandler, Macon.
		Oktibbeha.....	C. E. Scroggins, Starkville.
		Panola.....	C. B. Young, Sardis.
		Pearl River.....	Leopold Locke, Poplarville.
		Perry.....	W. F. Backstrom, New Augusta.
		Pike.....	H. W. Kenna, Magnolia.
		Pontotoc.....	I. R. Spencer, Pontotoc.
		Prentiss.....	G. D. Chambers, Booneville.
			R. No. 3.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County	County superintendent.
MISSISSIPPI—con.		MISSOURI—contd.	
Quitman.....	F. M. Bizzell, Marks.	Jackson.....	L. F. Blackburn, Independence.
Rankin.....	H. H. Bullock, Brandon.	Jasper.....	L. W. Kost, Carthage.
Scott.....	O. D. Loper, Forest.	Jefferson.....	R. B. Wilson, Hillsboro.
Sharkey.....	J. N. Hall, Rolling Fork.	Johnson.....	R. H. Boston, Warrensburg.
Simpson.....	J. R. Williamson, Mendenhall.	Knox.....	W. E. Cottey, Edina.
Smith.....	Allen Caughman, Raleigh.	Laclede.....	G. C. Jones, Lebanon.
Stone.....	C. H. Bass, Wiggins.	Lafayette.....	H. T. Phillips, Lexington.
Stout.....	W. P. Sanders, Indianola.	Lawrence.....	Harry Moore, Mount Vernon.
Sulphur.....	R. H. Harrison, Charleston.	Lewis.....	Lloyd H. Hicks, Monticello.
Tate.....	J. T. Cathey, Senatobia.	Lincoln.....	Sallie Brown, Troy.
Tippah.....	J. E. Pearce, Ripley.	Linn.....	E. L. Joyce, Brookfield.
Tishomingo.....	N. L. Phillips, Iuka.	Livingston.....	J. M. Gallatin, Chillicothe.
Tunica.....	L. C. Cannon, Tunica.	McDonald.....	P. M. Collings, Pineville.
Union.....	T. O. Randall, New Albany.	Macon.....	O. L. Cross, Macon.
Walthall.....	C. I. Brumfield, Tylertown.	Madison.....	W. S. Cooper, Fredericktown.
Warren.....	J. H. Culkin, Vicksburg.	Maries.....	C. D. Snodgrass, Vienna.
Washington.....	B. L. Hatch, Greenville.	Marion.....	Frankie Connell, Hannibal.
Wayne.....	J. M. Wilkins, Waynesboro.	Mercer.....	W. B. Kesterson, Princeton.
Webster.....	A. C. Webb, Walthall.	Miller.....	H. M. Atwell, Tusculum.
Wilkinson.....	John C. Day, Woodville.	Mississippi.....	Mrs. Clara E. Graham, Charleston.
Winston.....	Neal Prisco, Louisville.	Moniteau.....	Edgar Strother, California.
Yalobusha.....	J. R. Hednett, Water Valley.	Monroe.....	L. D. Ash, Paris.
Yazoo.....	Hugh Bull, Yazoo City.	Montgomery.....	W. F. Hupe, Montgomery City.
MISSOURI.		Morgan.....	M. Wray Witton, Versailles.
Adair.....	P. J. Fowler, Kirksville.	New Madrid.....	L. O. Swan, New Madrid.
Andrew.....	Leslie M. Dobbs, Savannah.	Newton.....	W. E. Veerkamp, Neosho.
Atchison.....	Gertrude Thompson, Rock Port.	Nodaway.....	A. H. Cooper, Maryville.
Audrain.....	W. C. Johnson, Mexico.	Oregon.....	C. O. Custer, Altou.
Barry.....	W. E. Hankins, Cassville.	Osage.....	R. H. Bryan, Linn.
Barton.....	L. E. Brous, Lamar.	Ozark.....	A. J. Kimball, Romance.
Bates.....	A. C. Moreland, Butler.	Pemiscot.....	Chas. G. Ross, Caruthersville.
Benton.....	Chas. O. Harvey, Warsaw.	Perry.....	Thomas Caruthers, Perryville.
Bollinger.....	W. M. Welker, Marble Hill.	Pettis.....	T. R. Luckett, Sedalia.
Boone.....	Geo. T. Porter, Columbia.	Phelps.....	A. Z. Black, Rolla.
Buchanan.....	Geo. K. Gilpin, St. Joseph.	Pike.....	O. A. Wilson, Bowling Green.
Butler.....	H. O. Harrawood, Poplar Bluff.	Platte.....	J. F. Sexton, Platte City.
Caldwell.....	D. N. McClintock, Kingston.	Polk.....	Daisy Johnson, Bolivar.
Callaway.....	R. G. Hale, Fulton.	Pulaski.....	L. J. Gladden, Laquey.
Camden.....	M. E. Johnson, Linn Creek.	Putnam.....	H. U. G. Turnmire, Unionville.
Cape Girardeau.....	J. T. McDonald, Cape Girardeau.	Ralls.....	L. C. Northcutt, New London.
Carroll.....	Mrs. Margaret Squires, Carrollton.	Randolph.....	S. B. McCully, Moberly.
Carter.....	W. S. Perrin, Ellsinore.	Ray.....	W. T. McLaugh, Richmond.
Cass.....	C. A. Burke, Harrisonville.	Reynolds.....	J. G. Hartman, Centerville.
Cedar.....	Ira A. McBride, Stockton.	Ripley.....	C. N. Pennington, Doniphan.
Chariton.....	C. C. Carlstead, Keytesville.	St. Charles.....	Benj. H. Jolly, St. Charles.
Christian.....	Tom Mapes, Ozark.	St. Clair.....	C. E. Higgins, Osceola.
Clark.....	Ifeen F. McKee, Kahoka.	St. Francois.....	J. Clyde Akers, Farmington.
Clay.....	E. L. Black, Liberty.	St. Genevieve.....	Vivian Gaty, St. Genevieve.
Clinton.....	Mrs. Anna L. Sims, Plattsburg.	St. Louis.....	R. G. Russell, Clayton.
Cole.....	A. H. Sieve, Jefferson City.	Schuylcr.....	Jas. L. Lynch, Marshall.
Cooper.....	S. F. Mauck, Buncheon.	Scotland.....	J. F. Bots, Lancaster.
Crawford.....	Wm. P. Summers, Steelville.	Scott.....	Mrs. Arla Williams, Memphis.
Dade.....	E. H. Carender, Greenfield.	Shannon.....	M. E. Montgomery, Benton.
Dallas.....	John A. Pitman, Buffalo.	Shelby.....	Walter Webb, Eminence.
Davess.....	Hollie Burton, Gallatin.	Stoddard.....	Mrs. Myrtle Threlkeld, Shelbyville.
Dekalb.....	W. O. Swails, Clarksdale.	Stone.....	Mrs. C. F. Smith, Bloomfield.
Dent.....	Jas. W. Millsap, Salem.	Sullivan.....	L. V. Threlfall, Galena.
Douglas.....	T. J. Moorhouse, Ava.	Taney.....	Roxana Jones, Milan.
Dunklin.....	E. D. McAnally, Kennett.	Texas.....	J. W. Bennett, Forsyth.
Franklin.....	C. A. Cole, Union.	Vernon.....	James K. Connolly, Houston.
Gasconade.....	A. O. Mann, Hermann.	Warren.....	Lizzie L. White, Nevada.
Gentry.....	Gretchen Jennings, Albany.	Washington.....	F. K. Kehr, Marthaville.
Greene.....	C. W. McCroskey, Springfield.	Wayne.....	Burwell Fox, Potosi.
Grundy.....	Elizabeth Brainerd, Trenton.	Webster.....	C. E. Burton, Piedmont.
Harrison.....	Nellie K. Sutton, Bethany.	Wright.....	Sam A. Miller, Marshallfield.
Henry.....	Kathryn Spangler, Clinton.		Mrs. Cora Early, Grant City.
Hickory.....	Oliver J. Watkins, Hermitage.		John M. Carter, Hartville.
Holt.....	Mrs. Alberta G. Murphy, Oregon.		
Howard.....	Luman L. Spry, Fayette.		
Howell.....	W. C. McMillin, West Plains.		
Iron.....	G. W. Hanson, Ironton.		
		MONTANA.	
		Beaverhead.....	L. Elizabeth Sutherland, Dillon.
		Big Horn.....	Lucy Batty, Hardin.
		Blaine.....	Margaret Vanden Sias, Chinoek.
		Broadwater.....	Opal Cronk, Townsend.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent	County.	County superintendent.
MONTANA—contd.		NEBRASKA—CON.	
Carbon.....	Asgerd Haaland, Red Lodge.	Dixon.....	W. F. Richardson, Ponca.
Cascade.....	Jane Keeney, Great Falls.	Dodge.....	J. M. Madsen, Fremont.
Chouteau.....	Elizabeth D. Milliken, Fort Benton.	Douglas.....	Thomas J. Keenan, Omaha.
Custer.....	Olive H. Lovett, Miles City.	Dundy.....	Una Richards, Benkelman.
Dawson.....	Camilla Osborne, Glendive.	Fillmore.....	Lillian D. Green, Geneva.
Deer Lodge.....	May Russell, Anaconda.	Franklin.....	Pearl O'Neal, Bloomington.
Fallon.....	Mildred Lamb, Baker.	Frontier.....	Mable Keith, Stockville.
Fergus.....	Nellie Fahey, Lewistown.	Furnas.....	G. W. Fletcher, Beaver City.
Flathead.....	Mary Eckstein, Kallispell.	Gage.....	Thomas J. Trauernicht, Beatrice.
Gallatin.....	Ida W. Davis, Bozeman.	Garden.....	Esther Johnson, Oakshosh.
Granite.....	Mrs. Lottie T. Irvine, Phillipsburg.	Garfield.....	Florence Alderman, Burwell.
Hill.....	Laura G. Lovett, Havre.	Gosper.....	F. W. Montgomery, Elwood.
Jefferson.....	Jennie Carlson, Boulder.	Grant.....	Theo. A. Frye, Hyanis.
Lewis and Clark.....	May J. Crichton, Helena.	Greeley.....	Margaret L. Tracy, Greeley.
Lincoln.....	Carrie M. Spence, Libby.	Hall.....	Elizabeth Cunningham, Grand Island.
Madison.....	Mary Bull, Virginia City.	Hamilton.....	Arthur S. Nelson, Aurora.
Meagher.....	Mary J. Davies, White Sulphur Springs.	Harlan.....	Frances E. White, Alma.
Mineral.....	Mrs. M. Leota Wright, Superior.	Hayes.....	H. O. Bixler, Hayes Center.
Missoula.....	Mabel Lindstadt, Missoula.	Hitchcock.....	Vida B. Day Martin, Trenton.
Musselshell.....	Minnie F. Ferguson, Roundup.	Holt.....	Minnie B. Miller, O'Neill.
Park.....	Elsie Mercier, Livingston.	Hooker.....	J. H. Garrett, Mullen.
Phillips.....	Flora Sims, Malta.	Howard.....	W. G. Baker, St. Paul.
Powell.....	Irene Coughlin, Deer Lodge.	Jefferson.....	Henry Abrams, Fairbury.
Prairie.....	Annie E. Lowell, Terry.	Johnson.....	L. C. Custer, Tecumseh.
Ravalli.....	Katherine Drayton Hamilton.	Kearney.....	Oscar Warp, Minden.
Richland.....	Emogene Le-tra, Sidney.	Keith.....	Katherine Feather, Ogallala.
Rosebud.....	Mrs. C. P. Adams, Forsyth.	Keya Paha.....	Abbie F. Pelletier, Springfield.
Sanders.....	Ethel Toulmin, Thompson Falls.	Kimball.....	Rachel McElroy, Kimball.
Sheridan.....	Irene Murphy, Plentywood.	Knox.....	A. S. Stinson, Center.
Silver Bow.....	Julia Shea, Butte.	Lancaster.....	Mrs. Minnie P. Knott, Lincoln.
Stillwater.....	Gertrude Sylvester, Columbus.	Lincoln.....	Alleen Gantt, North Platte.
Sweet Grass.....	Ina Solberg, Big Timber.	Logan.....	Alice Coleman Hill, Gandy.
Teton.....	Grace M. Thompson, Chouteau.	Loup.....	Edith Wirsig, Taylor.
Toole.....	Mrs. Bertha Blacker, Shelby.	McPherson.....	O. A. Johnson, Tryon.
Valley.....	Nellie Johannott, Glasgow.	Madison.....	N. A. Houzel, Madison.
Wilboux.....	Mrs. Maude Banker-Wills, Wilboux.	Merrick.....	Margaret McOutchen, Central City.
Yellowstone.....	Frances Miller, Billings.	Morrill.....	E. F. Kelley, Bridgeport.
NEBRASKA.		Nance.....	Chloe Baldridge, Fullerton.
Adams.....	Mary Dungan, Hastings.	Nemaha.....	Bess E. Anderson, Auburn.
Antelope.....	C. A. Mohrman, Neligh.	Nuckolls.....	Clyde W. Lehman, Nelson.
Arthur.....	Charles Harding, Arthur.	Otoe.....	Chas. Speedie, Nebraska City.
Banner.....	Minnie Larson, Harrisburg.	Pawnee.....	Eldo A. Hammond, Pawnee City.
Blaine.....	A. L. Shamblin, Brewster.	Perkins.....	Belle Holaway, Grant.
Boone.....	Hannah C. Johnson, Albion.	Phelps.....	Alice A. Swanson, Holdrege.
Box Butte.....	Opal Russell, Alliance.	Pierce.....	Lettie Scott, Pierce.
Boyd.....	Zazel Sloniger, Butte.	Platte.....	Fred S. Lecron, Columbus.
Brown.....	Mrs. Lena Morris, Ainsworth.	Polk.....	Amelia Rasmussen, Osceola.
Buffalo.....	Kathryn Lauglin, Kearney.	Red Willow.....	Julia C. Barnes, McCook.
Burt.....	W. T. Foucher, Tekamah.	Richardson.....	D. H. Weber, Falls City.
Butler.....	Oma L. Cady, David City.	Rock.....	Chas. G. Ammon, Bassett.
Cass.....	Alpha Peterson, Plattsmouth.	Saline.....	L. J. Bouchal, Wilber.
Cedar.....	Emma Schwerin, Hartington.	Sarpy.....	Cordelia Gramlich, Papillion.
Chase.....	Addie P. Spangler, Imperial.	Saunders.....	F. E. Alder, Wahoo.
Cherry.....	Edith Adamson, Valentine.	Scotts Bluff.....	Ada Haldeaman, Gering.
Cheyenne.....	Anna McFadden, Sidney.	Seward.....	J. C. Greenwood, Seward.
Clay.....	L. J. Gilkeson, Clay Center.	Sheridan.....	Pearle E. Summers, Rushville.
Colfax.....	F. J. Voghtance, Schuyler.	Sherman.....	L. H. Currier, Loup City.
Cuming.....	Emma H. Miller, West Point.	Sioux.....	Vinnie Newell, Harrison.
Custer.....	T. C. Grimes, Broken Bow.	Stanton.....	Rah B. Ohlson, Stanton.
Dakota.....	Wilfred E. Voss, Dakota.	Thayer.....	A. T. Holtzen, Hebron.
Dawes.....	Edna Rinecker, Chadron.	Thomas.....	Ines L. Oakes, Tredford.
Dawson.....	W. C. Bloom, Lexington.	Thurston.....	Carrie J. Kellner, Peader.
Deuel.....	Mrs. Retta F. Brown, Chap-pell.	Valley.....	E. D. Clason, Ord.
		Washington.....	N. T. Lund, Blair.
		Wayne.....	Pearl Sewell, Wayne.
		Webster.....	Gertrude L. Coon, Red Cloud.
		Wheelar.....	Edith Bowler, Bartlett.
		York.....	T. C. Lord, York.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Towns in union.	Union superintendent.	Towns in union.	Union superintendent.
NEW HAMPSHIRE.		NEW HAMPSHIRE—CON.	
Ashland, Rumney, Wentworth.	Clarence M. Harris, Ashland.	Meredith, Woodstock, Gifford, New Hampton.	William H. Buker, Meredith.
Claremont, Charlestown.	Alonzo J. Knowlton, Claremont.	Milford, Amherst, Hollis, Mont Vernon.	Alfred W. Smith, Milford.
Colebrook, Errol, Wentworth's Location.	Chas. O. Dalrymple, Colebrook.	Newport, New London, Sunapee.	W. H. S. Ellingwood, Newport.
Conway, Madison, Bartlett, Jackson Special.	Llewellyn M. Felch, North Conway.	Northwood, Deerfield, Lee, Nottingham.	Walton S. Adams, Northwood Center.
Derry, Londonderry.	Charles W. Cutts, Derry.	Pembroke, Allenstown, Merrimack.	Henry S. Roberts, Suncook.
Exeter, Newfields, Kensington, Hampton Falls, Hampton.	Marc S. Brooks, Exeter.	Penacook, Hookset, Boacawen.	George W. Sumner, Penacook.
Franklin, Hill.....	George A. Keith, Franklin.	Pittsfield, Chichester, Loudon, Barnstead, Rochester, Rollinsford.	Frederick T. Johnson, Pittsfield.
Goffstown, Bedford, New Boston.	Howard L. Winslow, Goffstown.	Salem, Atkinson, Hudson.	Charles A. Breck, Rochester.
Gorham, Randolph, Shelburne.	Almon W. Bushnell, Gorham.	Somersworth, New Market.	James A. MacDougall, Salem.
Greenland, Newington, Durham, Rye, North Hampton.	C. H. Walker.	Stratford, Northumberland, Columbia.	Edward H. Leonard, Somersworth.
Hampstead, Raymond, Epping.	Albert T. Lane.	Swanzey, Dublin, Winchester, Harrisville.	Orin M. Holman, North Stratford.
Hanover, Plainfield.	Catherine L. Dole, Lebanon.	Tilton, Belmont, Gilmanton.	Andrew P. Averill, Keene, R. F. D. 1.
Hillsboro, Antrim, Peterboro.	Leon E. Prior, Hillsboro.	Troy, Fitzwilliam, Rindge, Jaffrey.	Channing T. Sanborn, Tilton.
Hinsdale, Chesterfield, Frances-town.	George O. Smith, Hinsdale.	Walpole, Westmoreland, Langdon, Marlboro, Alstead.	Lewis S. Record, East Jaffrey.
Hopkinton, Weare, Dumbarton, Henniker.	Fred S. Libbey, Contoocook.	Whitefield, Jefferson, Bethlehem Special.	Everett J. Best, Walpole.
Lebanon, Enfield, Lisbon, Landaff, Franconia, Lyman.	H. Leslie Sawyer, Lebanon.	Wilton, Hancock, Temple, New Ipswich, Greenville.	Frank W. Jackson, Whitefield.
Littleton, Bethlehem Town.	Leonard S. Morrison, Lisbon.	Wollaboro, Alton, Farmington, Tuftonboro, New Durham.	Louis De Witt Record, Wilton.
	Guy E. Speare, Littleton.	Woodsville, Haverhill, Bath, Piermont.	F. U. Landman, Wollaboro.
			Norman J. Page, Woodsville.
County.	County superintendent.	County.	County superintendent.
NEW JERSEY.		NEW MEXICO—CON.	
Atlantic.....	H. M. Cressman, Egg Harbor City.	Chaves.....	Mrs. T. W. Hayes, Roswell.
Bergen.....	B. C. Wooster, Hackensack.	Colfax.....	Jay T. Conway, Raton.
Burlington.....	L. J. Kayser, Mount Holly.	Curry.....	J. M. Bickley, Clovis.
Camden.....	C. S. Albertson, Camden.	De Baca.....	Rachel V. Smith, Fort Sumner.
Cape May.....	Aaron W. Hand, Cape May Court House.	Dona Ana.....	R. E. McBride, Las Cruces.
Cumberland.....	J. J. Unger, Bridgeton.	Eddy.....	W. A. Poore, Carlsbad.
Essex.....	Oliver J. Morelock, Newark.	Grant.....	Miss I. L. Eccles, Silver City.
Gloucester.....	D. T. Steelman, Woodbury.	Gauidalupe.....	Honifacio Lucero, Santa Rosa.
Hudson.....	A. H. Updyke, Jersey City.	Lea.....	Sarah K. Ellis, Lovington.
Hunterdon.....	J. S. Hoffman, Flemington.	Lincoln.....	J. E. Koonce, Carrizozo.
Mercer.....	J. M. Arnold, Trenton.	Luna.....	Mrs. Alice Smith, Deming.
Middlesex.....	H. B. Willis, New Brunswick.	McKinley.....	Palmer Kettner, Gallup.
Monmouth.....	C. J. Strahan, Freehold.	Mora.....	Milnor Rudolph, Mora.
Morris.....	J. H. Hulsart, Morristown.	Otero.....	Lacy Simms, Alamogordo.
Ocean.....	C. A. Morris, Toms River.	Quay.....	J. A. Atkins, Tucumcari.
Passaic.....	E. W. Garrison, Paterson.	Rio Arriba.....	Jose O. Garcia, Velarde.
Salem.....	H. C. Dixon, Salem.	Roosevelt.....	Sam J. Stinnett, Portales.
Somerset.....	Henry C. Krebs, Somerville.	Sandoval.....	J. Felipe Castillo, Bernalillo.
Sussex.....	Ralph Decker, Newton.	San Juan.....	Earl Douglas, Aztec.
Union.....	A. L. Johnson, Elizabeth.	San Miguel.....	Benito F. Baca, Las Vegas.
Warren.....	Howard E. Shimer, Belvidere.	Santa Fe.....	Nina Otero Warren, Santa Fe.
		Sierra.....	Mrs. J. A. Dye, Hillsboro.
		Socorro.....	Martin Lopez, Socorro.
		Taos.....	Pablo Quintana, Taos.
		Torrance.....	Charles L. Burt, Mountainsair.
		Union.....	H. H. Errett, Clayton.
		Valencia.....	Saturnino Baca, Belen.
NEW MEXICO.			
Bernalillo.....	Atanasio Montoya, Albuquerque.		

1 Practically all city superintendents have rural schools under their supervision. See list, p. 82.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent	County.	County superintendent.
MONTANA—contd.		NEBRASKA—con.	
Carbon.....	Asgerd Haaland, Red Lodge.	Dixon.....	W. F. Richardson, Ponca.
Cascade.....	Jane Keeney, Great Falls.	Dodge.....	J. M. Matzen, Fremont.
Chouteau.....	Elizabeth D. Milliken, Fort Benton.	Douglas.....	Thomas J. Keenan, Omaha.
Custer.....	Olive H. Lovett, Miles City.	Dundy.....	Una Richards, Benkelman.
Dawson.....	Camilla Osborne, Glendive.	Filmore.....	William D. Green, Geneva.
Deer Lodge.....	May Russell, Anaconda.	Franklin.....	Pearl O'Neal, Bloomington.
Fallon.....	Mildred Lamb, Baker.	Frontier.....	Mable Keith, Stockville.
Fergus.....	Nellie Fahey, Lewistown.	Furnas.....	G. W. Fletcher, Beaver City.
Flathead.....	Mary Eckstein, Kalispell.	Gage.....	Thomas J. Trauernicht, Beatrice.
Gallatin.....	Ida W. Davis, Bozeman.	Garden.....	Ethel Johnson, Oakkosh.
Granite.....	Mrs. Lottie T. Irvine, Phillipsburg.	Garfield.....	Florence Alderman, Burwell.
Hill.....	Laura G. Lovett, Havre.	Gosper.....	F. W. Montgomery, Elwood.
Jefferson.....	Jennie Carlson, Boulder.	Grant.....	Theo. A. Frye, Hyannis.
Lewis and Clark.....	May J. Crichton, Helena.	Greely.....	Margaret L. Tracy, Greely.
Lincoln.....	Carrie M. Spence, Libby.	Hall.....	Elizabeth Cunningham, Grand Island.
Madison.....	Mary Bull, Virginia City.	Hamilton.....	Arthur S. Nelson, Aurora.
Meagher.....	Mary J. Davies, White Sulphur Springs.	Harlan.....	Frances E. White, Alma.
Mineral.....	Mrs. M. Leota Wright, Superior.	Hayes.....	H. O. Bixler, Hayes Center.
Missoula.....	Mabel Lindstadt, Missoula.	Hitchcock.....	Vida B. Day Martin, Trenton.
Musselshell.....	Minnie F. Ferguson, Roundup.	Holt.....	Minnie B. Miller, O'Neill.
Park.....	Elsie Mercier, Livingston.	Hooker.....	J. H. Garrett, Mullen.
Phillips.....	Flora Sims, Malta.	Howard.....	W. G. Baker, St. Paul.
Powell.....	Irene Coughlin, Deer Lodge.	Jefferson.....	Henry Abrams, Fairbury.
Prairie.....	Annie E. Lowell, Terry.	Johnson.....	L. C. Custer, Tecumseh.
Ravalli.....	Katherine Drayton Hamilton.	Kearney.....	Oscar Warp, Minden.
Richland.....	Emogene Letra, Sidney.	Keith.....	Katherine Feather, Ogallala.
Rosebud.....	Mrs. C. P. Adams, Forsyth.	Keya Paha.....	Abbie F. Pelletier, Springfield.
Sanders.....	Ethel Toulmin, Thompson Falls.	Kimball.....	Rachel McElroy, Kimball.
Sheridan.....	Irene Murphy, Plentywood.	Knott.....	A. S. Stinson, Center.
Silver Bow.....	Julia Shea, Butte.	Lancaster.....	Mrs. Minnie P. Knott, Lincoln.
Stillwater.....	Gertrude Sylvester, Columbus.	Lincoln.....	Aileen Gantt, North Platte.
Sweet Grass.....	Inga Solberg, Big Timber.	Logan.....	Alice Coleman Hill, Gandy.
Teton.....	Grace M. Thompson, Chouteau.	Loup.....	Edith Wirsig, Taylor.
Toole.....	Mrs. Bertha Blacker, Shelby.	McPherson.....	O. A. Johnson, Tryon.
Valley.....	Nellie Johnsonott, Glasgow.	Madison.....	N. A. Housel, Madison.
Wilboux.....	Mrs. Maude Banker-Wills, Wilboux.	Merrick.....	Margaret McCutchen, Central City.
Yellowstone.....	Frances Miller, Billings.	Morrill.....	E. F. Kelley, Bridgeport.
NEBRASKA.		Nance.....	Chloe Baldridge, Fullerton.
Adams.....	Mary Dungan, Hastings.	Nemaha.....	Bess E. Anderson, Auburn.
Antelope.....	C. A. Mohrman, Neligh.	Nuckolls.....	Clyde W. Lehman, Nelson.
Arthur.....	Charles Harding, Arthur.	Otoe.....	Chas. Speedie, Nebraska City.
Banner.....	Minnie Larson, Harrisburg.	Pawnee.....	Elsie A. Hammond, Pawnee City.
Blaine.....	A. L. Shamblin, Brewster.	Perkins.....	Belle Holaway, Grant.
Boone.....	Hannah C. Johnson, Albion.	Phelps.....	Alice A. Swanson, Holdrege.
Box Butte.....	Opal Russell, Alliance.	Pierce.....	Lettie Scott, Pierce.
Boyd.....	Zazel Sloniger, Butte.	Platte.....	Fred S. Lecron, Columbus.
Brown.....	Mrs. Lena Morris, Ainsworth.	Polk.....	Amelia Rasmussen, Osceola.
Buffalo.....	Kathryn Laugslin, Kearney.	Red Willow.....	Julia C. Barnes, McCook.
Burt.....	W. T. Poucher, Tekamah.	Richardson.....	D. H. Weber, Falls City.
Butler.....	Oma L. Cady, David City.	Rock.....	Chas. G. Ammon, Bassett.
Cass.....	Alpha Peterson, Plattsmouth.	Saline.....	L. J. Bouchal, Wilber.
Cedar.....	Emma Schwerin, Hartington.	Sarpy.....	Cordella Gramlich, Papillion.
Chase.....	Addie P. Spangler, Imperial.	Saunders.....	F. E. Alder, Wahoo.
Cherry.....	Edith Adamson, Valentine.	Scotts Bluff.....	Ada Haldeman, Gering.
Cheyenne.....	Anna McFadden, Sidney.	Seward.....	J. C. Greenwood, Seward.
Clay.....	L. J. Gilkeson, Clay Center.	Sheridan.....	Pearle E. Summers, Rushville.
Collins.....	F. J. Vogtland, Schuyler.	Sherman.....	L. H. Currier, Loup City.
Cuming.....	Emma R. Miller, West Point.	Sioux.....	Vinnie Newell, Harrison.
Custer.....	T. C. Grimes, Broken Bow.	Stanton.....	Ilah B. Ohlson, Stanton.
Dakota.....	Wilfred E. Voss, Dakota.	Thayer.....	A. T. Holtzen, Hebron.
Dawes.....	Edna Rincker, Chadron.	Thomas.....	Inez L. Oakes, Tredford.
Dawson.....	W. C. Bloom, Lexington.	Thurston.....	Carrie J. Kellner, Pender.
Deuel.....	Mrs. Retta F. Brown, Chap-pell.	Valley.....	E. D. Clason, Ord.
		Washington.....	N. T. Lund, Blair.
		Wayne.....	Pearl Sewell, Wayne.
		Webster.....	Gertrude L. Coon, Red Cloud.
		Wheeler.....	Edith Bowler, Bartlett.
		York.....	T. C. Lord, York.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Towns in union.	Union superintendent.	Towns in union.	Union superintendent.
NEW HAMPSHIRE.		NEW HAMPSHIRE—CON.	
Ashland, Rumney, Wentworth.	Clarence M. Harris, Ashland.	Meredith, Woodstock, Gifford, New Hampton.	William H. Buker, Meredith.
Aremonet, Charles-town.	Alonzo J. Knowlton, Claremont.	Milford, Amherst, Hollis, Mount Vernon.	Alfred W. Smith, Milford.
Colebrook, Errol, Wentworth's Location.	Chas. O. Dalrymple, Colebrook.	Newport, New London, Sunapee.	W. H. S. Ellingwood, Newport.
Conway, Madison, Bartlett, Jackson Special.	Llewellyn M. Felch, North Conway.	Northwood, Deerfield, Lee, Nottingham.	Walton S. Adams, Northwood Center.
Derry, London-derry.	Charles W. Cutts, Derry.	Pembroke, Allenstown, Merrimack.	Henry S. Roberts, Suncook.
Exeter, Newfields, Kensington, Hampton Falls, Hampton.	Maro S. Brooks, Exeter.	Penacook, Hookset, Boscawen.	George W. Sumner, Penacook.
Franklin, Hill, Godfstown, Bedford, New Boston.	George A. Keith, Franklin.	Pittsfield, Chichester, Loudon, Barnstead, Rochester, Rollinsford.	Frederick T. Johnson, Pittsfield.
Gorham, Randolph, Shelburne.	Howard L. Winslow, Godfstown.	Salem, Atkinson, Hudson.	Charles A. Breck, Rochester.
Greenland, Newington, Durham, Rye, North Hampton.	Almon W. Bushnell, Gorham.	Somersworth, New Market.	James A. MacDougall, Salem.
Hamstead, Raymond, Epping.	C. H. Walker.	Stratford, Northumberland, Columbia.	Edward H. Leonard, Somersworth.
Hamover, Plainfield.	Albert T. Lane.	Swansey, Dublin, Winchester, Harrisville.	Orin M. Holman, North Stratford.
Hillsboro, Antrim, Feterboro.	Catherine L. Dole, Lebanon.	Tilton, Belmont, Gilmanston.	Andrew P. Averill, Keene, R. F. D. 1.
Hinsdale, Chester-town, Frances-town.	Leon E. Prior, Hillsboro.	Troy, Fitzwilliam, Rindge, Jaffrey.	Channing T. Sanborn, Tilton.
Hopkinton, Weare, Umbarton, Henniker.	George O. Smith, Hinsdale.	Walpole, Westmoreland, Langdon, Marlboro, Airstead.	Lewis S. Record, East Jaffrey.
Lebanon, Enfield, Lisbon, Landaff, Franconia, Lyman.	Fred S. Libbey, Contoocook.	Whitefield, Jefferson, Bethlehem Special.	Everett J. Best, Walpole.
Littleton, Bethlehem Town.	H. Leslie Sawyer, Lebanon.	Wilton, Hancock, Temple, New Ipswich, Greenville.	Frank W. Jackson, Whitefield.
	Leonard S. Morrison, Lisbon.	Wolfeboro, Alton, Farmington, Tuftonboro, New Durham.	Louis De Witt Record, Wilton.
	Guy E. Speare, Littleton.	Woodsville, Haverhill, Bath, Piermont.	F. U. Landman, Wolfeboro.
			Norman J. Page, Woodsville.

County.	County superintendent.	County.	County superintendent.
NEW JERSEY.		NEW MEXICO—CON.	
Atlantic.....	H. M. Cressman, Egg Harbor City.	Chaves.....	Mrs. T. W. Hayes, Roswell.
Bergen.....	B. C. Wooster, Hackensack.	Colfax.....	Jay T. Conway, Raton.
Burlington.....	L. J. Kayser, Mount Holly.	Curry.....	J. M. Bickley, Clovis.
Camden.....	C. S. Albertson, Camden.	De Baca.....	Rachel V. Smith, Fort Sumner.
Cape May.....	Aaron W. Hand, Cape May Court House.	Dona Ana.....	R. E. McBride, Las Cruces.
Cumberland.....	J. J. Unger, Bridgeton.	Eddy.....	W. A. Poore, Carlsbad.
Essex.....	Oliver J. Morelock, Newark.	Grant.....	Miss I. L. Eckles, Silver City.
Gloucester.....	D. T. Steelman, Woodbury.	Gaudalupe.....	Bonifacio Lucero, Santa Rosa.
Hudson.....	A. H. Updyke, Jersey City.	Lea.....	Sarah K. Ellis, Lovington.
Hunterdon.....	J. S. Hoffman, Flemington.	Lincoln.....	J. E. Koonce, Carlsbad.
Mercer.....	J. M. Arnold, Trenton.	Luna.....	Mrs. Alice Smith, Deming.
Middlesex.....	H. B. Willis, New Brunswick.	McKinley.....	Palmer Keener, Gallup.
Monmouth.....	C. J. Strahan, Freehold.	Mora.....	Milnor Rudolph, Mora.
Morris.....	J. H. Hulsart, Morristown.	Otero.....	Lacy Simms, Alamogordo.
Ocean.....	C. A. Morris, Toms River.	Quay.....	J. A. Atkins, Tularosa.
Passaic.....	E. W. Garrison, Paterson.	Rio Arriba.....	Jose O. Garcia, Valverde.
Salem.....	H. C. Dixon, Salem.	Roosevelt.....	Sam J. Stimpert, Pecos.
Somerset.....	Henry C. Krebs, Somerville.	Sandoval.....	J. Felipe Castillo, Bernalillo.
Sussex.....	Ralph Decker, Newton.	San Juan.....	Earl Douglas, Aztec.
Union.....	A. L. Johnson, Elizabeth.	San Miguel.....	Penito F. Baca, Las Vegas.
Warren.....	Howard E. Shimer, Belvidere.	Santa Fe.....	Nina Otero, Warner.
		Sierra.....	Mrs. J. A. Dye, Hobbs.
		Socorro.....	Martin Lopez, Socorro.
		Taos.....	Pablo Quintana, Taos.
		Torrance.....	Charles L. Burt, Lordsburg.
		Union.....	H. H. Ernst, Lordsburg.
		Valencia.....	Saturnino Baez, Lordsburg.
NEW MEXICO.			
Bernalillo.....	Atanasio Montoya, Albuquerque.		

Practically all city superintendents have rural schools under their supervision.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	District superintendent.	County.	District superintendent.
NEW YORK.¹		NEW YORK—CON.	
Albany.....	E. E. Richmond, Ravenna. W. J. Haverly, West Berne. Warren Ratcliffe, Cohoes.	Hamilton.....	C. B. Hanley, Wells.
Allegany.....	Frank L. Tuthill, Fillmore.	Herkimer.....	A. J. Rose, West Winfield. Silas C. Kimm, Herkimer.
	John D. Jones, Cuba.		C. B. Keller, Little Falls.
Broome.....	O. M. Burdick, Little Genesee.	Jefferson.....	B. M. Robinson, Poland.
	W. H. Garwood, Canaseraga.		C. M. Pierce, Adams.
	Willet L. Ward, Wellsville.		W. J. Linnell, Brownville.
	Harvey B. Heath, Oneauga.		T. B. Stoel, Clayton.
Cattaraugus.....	J. E. Hurlburt, Windsor.	Lewis.....	R. W. Bowman, Sacketts Harbor.
	K. E. Beilby, Union.		D. D. T. Marshall, Redwood.
	Erwin B. Whitney, Whitney Point.		J. C. Knapp, Philadelphia.
Cayuga.....	Joel J. Crandall, Franklin- ville.		Glenn G. Steele, Croghan.
	Gilbert A. Farwell, Hinsdale.		Orson C. Babbitt, Copenha- gen.
	C. S. Palmer, Salamanca.		Ruth M. Johnston, Port Ley- den.
	G. E. Waller, Little Valley.	Livingston.....	A. W. Trainor, West Leyden.
Chautauqua.....	E. A. Stratton, Randolph.		John P. Magee, Genesee.
	H. S. R. Murphy, Cato.		G. C. McNinch, Conesus.
	H. T. Morrison, Weedsport.	Madison.....	R. G. Conklin, Tuscarora.
	Anna M. Kent, Union Springs		Irving S. Sears, Hamilton.
	G. B. Springer, Genoa.		Clayton J. Wraitten, DeRuyter.
	Mabel C. L. Rodger, Moravia.	Monroe.....	E. A. Fuller, Morrisville.
	J. N. Palmer, Forestville.		John B. Harris, Canastota.
	J. M. Barker, Niobe.		W. W. Rayfield, Webster.
Chemung.....	Mrs. D. B. Connelly, Stowe.		M. B. Furman, East Rochester.
	J. G. Pratt, Sherman.	Montgomery.....	Fred W. Hill, Spencerport.
	L. Waldo Swain, Westfield.		John C. Malloch, Churchville.
	J. S. Wright, Falconer.	Nassau.....	N. Berton Alter, Fort Plain.
Chenango.....	Walter C. King, Horseheads.		Walter Elwood, Amsterdam.
	Harriet Easterbrook, Elmira.	Niagara.....	James S. Cooley, Mineola.
	Ellen E. Baldwin, Lincklaen.		W. C. Mephram, Merrick.
	Albert C. Bowers, New Berlin.		W. D. Wisner, Ransomville.
	J. S. Childs, Oxford.		Orrin A. Kolb, Lockport, R. F. D. 5.
	Jane I. Schenck, Greene.		M. Gazeller Hoffman, Lewis- ton.
Clinton.....	Mary L. Isbell, Norwich.	Oneida.....	Ray P. Snyder, New York Mills.
	Oliver A. Wolcott, Keeseville.		Harry C. Buck, Clayville.
	Ernest B. Sargeant, Ellen- burg.		W. J. Lewis, Clinton.
	Clara E. Soden, Mooers Forks.		F. E. Mathewson, Verona.
Columbia.....	S. B. Smith, East Chatham.		Stanton D. Austin, Barneveld.
	W. L. Millias, Valatie.		Pauline L. Scott, Blossvale.
Cortland.....	M. G. Rickey, Clermont.		Daniel M. Blue, Boonville.
	W. K. Patrick, Cuyler.	Onondaga.....	M. E. Hinman, Tully.
	Ada M. Shuler, McGraw.		G. T. Fuggle, Jamesville.
Delaware.....	C. D. Carter, Marathon, R. 3.		E. E. McDowell, Memphis.
	C. W. Vandergrift, Sidney.		Manford D. Green, Liverpool.
	Z. Le R. Myers, Downesville.	Ontario.....	Jennie A. Cowles, Skaneateles.
	Fayette Whitney, Roxbury.		Leon J. Cook, East Bloomfield.
	E. O. Harkness, Delhi.		H. S. G. Loveless, Phelps.
	M. G. Nelson, Franklin.		E. G. Soper, Seneca Castle.
	A. T. Hamiltan, North Har- persfield.	Orange.....	G. A. Bolles, Naples.
Dutchess.....	Frank L. Haight, Fishkill.		Theron L. McKnight, Central Valley.
	Clayton T. Sherman, Beacon.		O. Elchenberg, Monroe.
	Clara E. Drum, Clinton Cor- ners.	Orleans.....	S. A. Cortright, Middletown.
	F. O. Green, Tivoli.		Mary J. Franklin, Medina.
Erie.....	C. A. Heist, Clarence.		Cora V. Luttenton, Albion.
	H. A. Dann, Lancaster.	Oswego.....	Charles W. Smith, Holley.
	W. E. Pierce, East Aurora.		Mildred G. Pratt, Lacona.
	E. D. Ormsby, North Collins.		J. M. Bonner, Richland.
	W. E. Bensley, Springville.		Aura A. Cole, Constantia.
Essex.....	C. J. Mousaw, Schroon Lake.		Charles I. Kingsbury, Mexico.
	Gertrude M. Spear, Westport.	Otsego.....	W. S. Gardner, Fulton.
	Mattie J. Prime, Upper Jay.		J. B. McManus, Cooperstown.
Franklin.....	Myrtle E. MacDonald, Cha- teaugay.		Mento Burlingame, Worces- ter.
	G. La Graft, Tupper Lake.		Grace A. Loudon, Coopers- town.
	F. H. Wilcox, North Bangor.	Putnam.....	John E. Frederick, Oneonta.
	Gertrude E. Hyde, Moira.		Harrison Cossaart, Morris.
Fulton.....	Fred A. Stryker, Johnstown		Floyd R. Thayer, Edmeston.
	John Paris, Broadalbin.		A. J. Williams, Brewster.
Genesee.....	H. W. Dyer, East Pembroke.	Rensselaer.....	Mrs. C. B. Clark, Troy.
	J. L. M. Uphill, Batavia.		Mrs. Adelaide W. Gardner, Stephentown.
Greene.....	Thos. C. Perry, Catskill.		H. G. Grubel, East Greenbush.
	R. M. MacNaught, Windham.		
	Walter J. Decker, Hunter.		

¹ Supervisory districts are counties in four cases; elsewhere, parts of counties.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	District superintendent.	County.	District superintendent.
NEW YORK—con.		NEW YORK—con.	
Rockland.....	George W. Miller, Nanuet.	Tioga.....	A. E. Belden, Newark Valley.
St. Lawrence.....	W. T. Clark, Hailesboro.		M. D. Goodrich, Tioga Center.
	F. H. Wallace, Morrisstown.		H. T. Whittemore, Nichols.
	Carlos S. Blood, Heuvelton.	Tompkins.....	Fred A. Beardsley, Trumans-
	V. C. Warriner, Lisbon.		burg.
	Rose M. Libby, Colton.		Hattie K. Buck, North Lans-
	Mrs. E. D. Grubb, Norwood.		ing.
	E. F. McDonald, Massena.		John D. Bigelow, Ithaca.
	A. J. Fields, Winthrop.	Ulster.....	Emily S. Burnett, Kingston,
Saratoga.....	A. A. Lavery, Round Lake.		Station R.
	Lou Messinger, Ballston Spa.		J. U. Gillette, Port Ewen.
	E. E. Hinman, Schuylerville.		J. M. Schoonmaker, Accord.
	A. M. Hollister, Corinth.		W. J. Andrews, Oliverca.
Schenectady.....	Frank W. Palmer, Sche-	Warren.....	F. F. Gunn, Glens Falls.
	nectady.		J. R. Stickney, Bolton Land-
Schoharie.....	Leslie A. Tompkins, Jefferson.		ing.
	Silas Sprinthead, Cobleskill.		Mrs. Rose Minnick, Glens
	R. W. Eldredge, Sharod		Falls.
	Springs.	Washington.....	Amelia Blasdel, Fort Ann.
Schuyler.....	Alberta Spaulding, Burdett.		Mrs. E. M. S. Devine, Hudson
	Jennie M. Ellison, Reading		Falls.
	Center.		Mary A. Potter, Greenwich,
Seneca.....	W. S. Wilson, Ovid.		R. F. D. 4.
	Charles B. Earl, Waterloo.		F. H. Rich, Salem.
Steuben.....	Frank H. Smith, Addison.	Wayne.....	Mrs. Helen C. Andrews,
	Winfred Morrow, Bath.		Lyons.
	Howard Harrison, Addison.		Mrs. Ida E. Cosad, Wolcott.
	F. C. Wilcox, Greenwood.		Albert H. McMurray, Wal-
	H. M. Brush, Arkport.		worth.
	Guyon J. Carter, Avoca.		R. O. Brundige, Ontario.
Suffolk.....	J. G. McConnell, Prattsburg.	Westchester.....	S. J. Preston, White Plains.
	P. B. Matthews, Bridgeham-		C. H. Cheney, White Plains.
	pton.		G. H. Covey, Katonah.
	J. Henry Young, Central Islip.		R. D. Knapp, Purdy Station.
	Leonard J. Smith, Northport.	Wyoming.....	J. T. McGurren, Bliss.
	F. J. Lewis, Barryville.		Harriet M. Patch, Cowlesville.
Sullivan.....	Charles S. Hick, Jeffersonville.		G. H. Stratton, Castile.
	Mrs. Emma C. Chase, Montic-	Yates.....	J. F. Bullock, Penn Yan.
	ello.		E. P. Corbit, Rushville.

County.	County superintendent.	County.	County superintendent.
NORTH CAROLINA.		NORTH CAROLINA—continued.	
Alamance.....	J. H. Flemming, Graham.	Edgecombe.....	R. E. Sentelle, Tarboro.
Alexander.....	A. F. Sharpe, Stony Point.	Forsyth.....	W. B. Speas, Winston-Salem.
Alleghany.....	J. O. Joines, Stratford.	Franklin.....	E. L. Best, Louisburg.
Anson.....	W. C. Bivens, Wadesboro.	Gaston.....	F. P. Hall, Belmont.
Ashe.....	C. M. Dickson, Silas Creek.	Gates.....	J. H. Lassiter, Gatesville.
Avery.....	Frank A. Edmonson, New-	Graham.....	R. P. Jenkins, Stecoah.
	land.	Granville.....	J. F. Webb, Oxford.
Beaufort.....	H. H. McLean, Washington	Greene.....	J. E. Debnam, Snow Hill.
Bertie.....	H. W. Early, Win. Isor.	Guilford.....	Thos. R. Foust, Greensboro.
Bladen.....	B. J. Cromartie, Garland.	Halifax.....	A. E. Akers, Roanoke Rapids.
Brunswick.....	M. C. Guthrie, Southport.	Harnett.....	B. P. Gentry, Lillington.
Buncombe.....	W. H. Hipps, Asheville.	Haywood.....	R. A. Sentell, Waynesville.
Burke.....	T. L. Sigmom, Morganton.	Hen lerson.....	W. S. Shittle, Hen lersonville
Cabarrus.....	J. B. Robertson, Concord.	Hertford.....	N. W. Britton, Winton.
Calwell.....	R. M. Smith, Lenoir.	Hoke.....	J. A. McRae, Raeford.
Camden.....	F. M. Eason, Camden.	Hyde.....	G. M. Guthrie, Swan Quarter.
Carteret.....	L. B. Emmett, Stella.	Ire dell.....	James A. Steele, Statesville.
Caswell.....	G. A. Anderson, Yanceyville.	Jackson.....	J. N. Wilson, Cullowhee.
Catawba.....	George E. Long, Newton.	Johnston.....	L. T. Royall, Smithfield.
Chatham.....	F. M. Williamson, Pittsboro.	Jones.....	John R. Barker, Trenton.
Cherokee.....	A. L. Martin, Murphy.	Lee.....	E. M. Judd, Sanford.
Chowan.....	M. L. Wright, Edenton.	Lenoir.....	Joseph Kinsey, Kinston.
Clay.....	T. C. Scroggs, Hayesville.	Lincoln.....	L. B. Beam, Lincolnton.
Cleveland.....	J. Y. Irvin, Shelby.	McDowell.....	N. F. Stepp, Marion.
Columbus.....	F. T. Wooten, Chadbourne.	Macon.....	M. D. Billings, Franklin.
Craven.....	S. M. Brinson, New Bern.	Madison.....	Fred C. Sams, Mars Hill.
Cumberland.....	B. T. McBryde, Fayetteville.	Martin.....	A. J. Manning, Williamston.
Currituck.....	W. D. Cox, Moyock.	Mecklenberg.....	J. M. Matthews, Charlotte.
Dare.....	James E. Holmes, Manteo.	Mitchell.....	D. W. Grene, Wing.
Davidson.....	S. G. Hasty, Lexington.	Montgomery.....	W. A. Cochran, Troy.
Davidson.....	F. P. Bradley, Mocksville.	Moore.....	John A. McLeod, Carthage.
Davie.....	M. H. Wooten, Kenansville.	Nash.....	Oscar Creech, Nashville.
DuRoi.....	C. W. Massey, Durham.		

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
NORTH CAROLINA— continued.		NORTH DAKOTA— continued.	
New Hanover.....	W. Catlett, Wilmington.	Renville.....	Ludvik M. Rockne, Moball.
Northampton.....	P. J. Long, Jackson.	Richland.....	Chas. Hanson, Wahpeton.
Onslow.....	W. M. Thompson, Jacksonville.	Rolette.....	Mrs. Mary K. Packard, Rolla.
Orange.....	F. L. Foust, Hillsboro.	Sargent.....	Henry Ulve, Forman.
Pamlico.....	T. B. Attmore, Stonewall.	Sheridan.....	E. O. Kleve, McClusky.
Pasquotank.....	W. M. Hinton, Elizabeth City.	Sioux.....	L. W. Colebank, Swastika.
Perrier.....	T. T. Murphy, Burgau.	Slope.....	Mrs. H. H. Bond, Amidon.
Perquimans.....	Charles Wheedbee, Hertford.	Stark.....	C. E. Ward, Dickinson.
Person.....	J. A. Beam, Roxboro.	Steele.....	Aagot Raasen, Sherbrooke.
Pitt.....	S. B. Underwood, Greenville.	Stutsman.....	Mary E. McGinnis, Jamestown.
Polk.....	E. W. S. Cobb, Columbus.	Towner.....	Mamie Sorenson, Cando.
Randolph.....	T. F. Bulla, Asheboro.	Trall.....	Guri Wambheim, Hillsboro.
Richmond.....	L. J. Bell, Rockingham.	Walsh.....	W. J. Hoover, Grafton.
Robeson.....	J. R. Poole, Lumberton.	Ward.....	W. D. Wendt, Minot.
Rockingham.....	J. H. Allen, Reidsville.	Wells.....	Senneer Nertrout, Fessenden.
Rowan.....	R. O. Kizer, Salisbury.	Williams.....	Anna M. Peterson, Williston.
Rutherford.....	W. R. Hill, Rutherfordton.		
Sampson.....	L. L. Matthews, Clinton.	OHIO.	
Scotland.....	L. M. Peele, Laurinburg.	Adams.....	W. L. Hostetter, West Union.
Stanly.....	E. F. Eddins, Palmerville.	Allen.....	C. A. Arganbright, Lima.
Stokes.....	J. T. Smith, King.	Ashland.....	J. N. Pinkerman, Ashland.
Surry.....	J. H. Allen, Elkin.	Ashtabula.....	H. D. Clarke, Jefferson.
Swain.....	J. M. Smiley, Bryson City.	Athens.....	Alex. Root, Athens.
Transylvania.....	A. F. Mitchell, Penrose.	Auglaize.....	J. H. Hencke, Wapakoneta.
Tyrrell.....	J. S. Spruill, Columbia.	Belmont.....	Geo. M. Pogue, St. Clairsville.
Union.....	R. N. Nisbet, Monroe.	Brown.....	E. V. Stephan, Georgetown.
Vance.....	E. M. Rollins, Henderson.	Butler.....	John Schwarz, Hamilton.
Wake.....	Edgar W. Knight, Raleigh.	Carroll.....	G. E. Bell, Carrollton.
Warren.....	H. F. Jones, Warrenton.	Champaign.....	J. C. Neer, Urbana.
Washington.....	John W. Darden, Plymouth.	Clark.....	J. M. Collins, Springfield.
Watauga.....	Smith Hagaman, Vilas.	Clermont.....	H. C. Aultman, Batavia.
Wayne.....	E. T. Atkinson, Goldsboro.	Clinton.....	H. W. Hodson.
Wilkes.....	C. C. Wright, Hunting Creek.	Columbiana.....	John W. Moore, Lisbon.
Wilson.....	C. L. Coon, Wilson.	Coshockton.....	L. C. Shaw, Coshockton.
Yadkin.....	J. T. Reece, Yadkinville.	Crawford.....	F. G. Bittkofer, Bucyrus.
Yancey.....	W. O. Griffith, Winlom.	Cuyahoga.....	A. G. Yawberg, Cleveland.
		Darke.....	C. A. Wilt, Greenville.
NORTH DAKOTA.		Defiance.....	W. W. Heister, Defiance.
Adams.....	Rose Wagner, Hettinger.	Delaware.....	Paul M. Lyberger, Delaware.
Barnes.....	Minnie J. Nielson, Valley City.	Erie.....	I. B. Winner, Sandusky.
Benson.....	Peter Anderson, Minnewaukan.	Fairfield.....	C. C. Miller, Lancaster.
Billings.....	Mable I. Rapp, Medora.	Fayette.....	O. S. Nelson, Washington Court House.
Bottineau.....	H. E. Layne, Bottineau.	Franklin.....	Wm. S. Coy, Columbus.
Bowman.....	H. O. Saxvik, Bowman.	Fulton.....	C. D. Perry, Wauson.
Burke.....	C. H. Worl, Bowbells.	Gallia.....	Wayne Lutz, Gallipolis.
Burleigh.....	W. E. Parsons, Bismarck.	Geauga.....	Harold Ryder, Chardon.
Cass.....	J. W. Riley, Fargo.	Greene.....	F. M. Reynolds, Xenia.
Cavalier.....	Fred J. Reher, Langdon.	Guernsey.....	W. G. Wolfe, Cambridge.
Dickey.....	Mattie Crabtree, Ellendale.	Hamilton.....	Phily A. Johnston, Cincinnati.
Divide.....	J. H. Phelps, Crosby.	Hancock.....	A. J. Nowlan, Findlay.
Dunn.....	Lois Viad Sanden, Manning.	Hardin.....	G. F. Allyn, Kenton.
Eddy.....	H. H. Maxwell, New Rockford.	Harrison.....	E. E. Roche, Cadiz.
Emmons.....	Lester Briggie, Linton.	Henry.....	W. T. Hatcher, Napoleon.
Foster.....	Mary K. Beatty, Carrington.	Highland.....	W. H. Vance, Hillsboro.
Golden Valley.....	Mrs. Jessie L. Kinsey, Beach.	Hocking.....	W. C. Brashares, Logan.
Grand Forks.....	M. Beatrice Johnstone, Grand Forks.	Holmes.....	F. H. Close, Millersburg.
Grant.....	Mina Aasved, Carson.	Huron.....	O. C. Minnich, Norwalk.
Grieges.....	Tena P. Ragner, Cooperstown.	Jackson.....	M. A. Henson, Jackson.
Hettinger.....	Shirley Fox, Mott.	Jefferson.....	W. I. Everson, Steubenville.
Kidder.....	Adria Williams, Steele.	Knox.....	J. C. Marriott, Mount Vernon.
Lamoure.....	Corra E. Sabin, Lamoure.	Lake.....	F. H. Kendall, Painesville.
Logan.....	Sol R. Ellert, Napoleon.	Lawrence.....	L. C. Martin, Ironton.
McHenry.....	A. C. Berg, Towner.	Licking.....	N. D. O. Wilson, Newark.
McIntosh.....	Geo. A. Boeschma, Ashley.	Logan.....	E. A. Bell, Bellefontaine.
McKenzie.....	F. J. Steffek, Schafer.	Lorain.....	W. A. Hiscor, Elyria.
McLean.....	M. C. McCurdy, Washburn.	Lucas.....	J. W. Whitmer, Toledo.
Mercer.....	E. D. Goodwin, Stanton.	Madison.....	L. C. Dick, London.
Morton.....	H. K. Jensen, Mandan.	Mahoning.....	Jerome Hull, Youngstown.
Mountrail.....	V. A. Lovell, Stanley.	Marion.....	W. B. Heistand, Marion.
Nelson.....	P. J. Iverson, Lakota.	Medina.....	R. W. Pierce, Medina.
Oliver.....	F. E. Karges, Center.	Meigs.....	G. H. Crow, Pomeroy.
Pembina.....	Charlotte A. Jones, Cavalier.	Mercer.....	S. Cotterman, Celina.
Pierce.....	Sara C. Guss, Rugby.	Miami.....	L. J. Bennett, Troy.
Ramsey.....	John A. Haig, Devils Lake.	Monroe.....	E. C. Felock, Woodsfield.
Ransom.....	C. E. Cavett, Lisbon.	Montgomery.....	A. A. Maysille, Dayton.
		Morgan.....	Clarence G. Johnson, McConnellsville.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
OHIO—continued.		OKLAHOMA—contd.	
Morrow	C. C. Crawford, Mount Gilead.	Love	Martha Daves, Marietta.
Muskingum	John S. McGinnis, Zanabville.	McCain	Beatrice Ward, Purcell.
Noble	H. L. Bates, Caldwell.	McCurain	L. N. Gray, Idabell.
Ottawa	A. O. Dehn, Port Clinton.	McIntosh	E. J. Mullins, Eufrasia.
Paulding	John C. Berg, Paulding.	Major	Louisa Specht, Fairview.
Perry	D. E. Riggle, New Lexington.	Marshall	J. R. McJendon, Madill.
Pickaway	M. C. Warren, Circleville.	Mayes	Carlotta Archer, Pryor.
Pike	J. D. McKinley, Waverly.	Murray	Nola R. Hill, Sulphur.
Portage	E. O. Pore, Ravenna.	Muskogee	W. A. Battles, Muskogee.
Preble	W. S. Fogarty, Eaton.	Noble	Geo. F. Dennis, Perry.
Putnam	G. J. Keinath, Ottawa.	Nowata	E. R. Bell, Nowata.
Richland	E. W. Bell, Mansfield.	Okfuskee	Geo. F. Durham, Okmah.
Ross	A. W. Wheatstone, Chillicothe.	Oklahoma	Mrs. Anna Burks-Love, Okmah.
Sandusky	S. A. Harburt, Fremont.	Okmulgee	R. G. Creekmere, Okmulgee.
Scioto	Edw. McCowen, Portsmouth.	Osage	John N. Porter, Pawhuska.
Seneca	J. E. Sherck, Tiffin.	Ottawa	J. M. Rowley, Miami.
Shelby	W. E. Partington, Sidney.	Pawnee	Leo B. Smith, Pawnee.
Stark	J. J. Armstrong, Canton.	Payne	John R. Heisser, Stillwater.
Summit	C. A. Flickinger, Akron.	Pittsburg	T. T. Lewis, McAlester.
Trumbull	J. E. Boettcher, Warren.	Pontotoc	A. Floyd, Ada.
Tuscarawas	Chas. Barthelmech, New Philadelphia.	Pottawatomie	H. M. Fowler, Tecumseh.
Union	D. H. Sellers, Marysville.	Pushmataha	W. C. Payne, Antlers.
Van Wert	J. A. Greulich, Van Wert.	Roger Mills	W. A. Adams, Cheyenne.
Vinton	C. H. Copeland, McArthur.	Rogers	A. K. Ross, Claremore.
Warren	F. B. Harris, Lebanon.	Seminole	A. A. Billingsley, Wewoka.
Washington	M. C. Smith, Marietta.	Sequoyah	Fred Mershon, Sallisaw.
Wayne	G. U. Baumgardner, Wooster.	Stephens	J. A. Carnes, Duncan.
Williams	W. A. Salter, Bryan.	Texas	F. P. Stultz, Guymon.
Wood	H. E. Hall, Bowling Green.	Tillman	T. O. Davis, Frederick.
Wyandot	James H. Grove, Upper Sandusky.	Tulsa	Mrs. Minette Hedges, Tulsa.
OKLAHOMA.		Wagoner	Mrs. Fern H. Sizer, Wagoner.
Adair	W. W. Kimbrough, Stilwell.	Washington	Helen L. Dunaway, Bartlesville.
Alfalfa	Charles C. Wolfe, Cherokee.	Washita	Albert Eaton, Cordell.
Atoka	J. B. Earle, Atoka.	Woods	C. J. Godfrey, Alva.
Beaver	Granville T. Ayres, Beaver.	Woodward	W. L. Pittman, Woodward.
Beckham	D. P. Lowe, Sayre.	OREGON.	
Blaine	Mrs. Lloyd C. Smith, Watonga.	Baker	Elmetta Bailey, Baker.
Bryan	R. K. McIntosh, Durant.	Benton	R. E. Cannon, Corvallis.
Caddo	C. W. Basure, Anadarko.	Clackamas	J. E. Calavan, Oregon City.
Canadian	John L. Rice, El Reno.	Clatsop	O. H. Byland, Astoria.
Carter	G. W. Coffman, Ardmore.	Columbia	J. W. Allen, St. Helens.
Cherokee	J. Norwood Peterson, Tahlequah.	Coos	R. E. Baker, Coquille.
Choctaw	J. T. Reed, Hugo.	Crook	J. E. Myers, Prineville.
Cimarron	Mrs. Zilpha French, Boise City.	Curry	W. M. Kent, Gold Beach.
Cleveland	W. R. Clark, Norman.	Deschutes	J. Alton Thompson, Bend.
Coal	J. M. Cusenberry, Coalgate.	Douglas	O. C. Brown, Roseburg.
Comanche	J. A. Johnson, Lawton.	Gilliam	J. C. Sturgill, Condon.
Cotton	J. Whitl Johnson, Walter.	Grant	W. W. Austen, Hamilton.
Craig	Tom W. Smith, Vinita.	Harney	Mrs. Frances Clark, Burns.
Creek	Helen Fitchel, Sapulpa.	Hood River	L. B. Gibson, Hood River.
Custer	Fred E. La Rue, Arapahoe.	Jackson	O. W. Ager, Jacksonville.
Delaware	Clark Bell, Jay.	Jefferson	Mrs. Lillian Watts, Madras.
Dewey	Gertrude Thomas, Taloga.	Josephine	Mrs. Alice M. Bacon, Grants Pass.
Ellis	Mrs. L. M. Lee, Arnett.	Klamath	Edna I. Wells, Klamath Falls.
Garfield	Jas. W. Tyler, Enid.	Lake	C. E. Oliver, Lakeview.
Garvin	W. Cromwell, Pauls Valley.	Lane	E. J. Moore, Eugene.
Grady	M. H. Shepard, Chickasha.	Lincoln	R. P. Gdin, Toledo.
Grant	John W. Williams, Medford.	Linn	Mrs. Ida M. Cummings, Albany.
Greer	M. C. Butler, Mangum.	Malheur	Fay Clark, Vale.
Harmon	Harry C. Hicks, Hollis.	Marion	W. M. Smith, Salem.
Harper	W. D. Drake, Buffalo.	Morrow	Mrs. Lena S. Shurte, Heppner.
Haskell	J. J. Powell, Stigler.	Multnomah	W. C. Alderson, Portland.
Hughes	V. H. Durham, Holdenville.	Polk	Fred S. Crowley, Dallas.
Jackson	W. T. Clark, Altus.	Sherman	F. E. Fagan, Moro.
Jefferson	J. M. Dyer, Waurika.	Tillamook	G. B. Lamb, Tillamook.
Johnston	W. W. Van Noy, Tishomingo.	Umatilla	W. W. Green, Pendleton.
Key	A. D. Kersey, Newkirk.	Union	Mrs. A. E. Ivanhoe, La Grande.
Kingfisher	Mrs. Sera Liston, Kingfisher.	Wallowa	J. C. Conley, Enterprise.
Kiowa	J. B. Hendrix, Hobart.	Wasco	C. T. Bonney, The Dalles.
Latimer	Carrie Chandler, Wilburton.	Washington	N. A. Frost, Hillsboro.
Le Flore	J. Arthur Skinner, Poteau.	Wheeler	H. J. Simmons, Fossil.
Lincoln	O. W. Bass, Chandler.	Yamhill	S. S. Duncan, McMinnville.
Loren	Margaret Doodittle, Guthrie.		

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
PENNSYLVANIA.		PENNSYLVANIA—continued.	
Adams.....	H. Milton Roth, Gettysburg.	Lackawanna.....	J. C. Taylor, Scranton.
Allegheny.....	Sam'l. Hamilton, Wilkensburg.	Lancaster.....	Daniel Felscher, Lancaster.
Armstrong.....	C. M. Hellman, Kittanning.	Lawrence.....	Charles F. Ball, Mahoningtown, R. 8.
Beaver.....	David C. Locke, Beaver.	Lebanon.....	John W. Snoke, Lebanon.
Bedford.....	Lloyd H. Hinkle, Bedford.	Lehigh.....	Mervin J. Wertman, Orefield.
Berks.....	E. M. Rapp, Reading.	Luzerne.....	F. P. Hopper, Wilkes-Barre.
Blair.....	T. S. Davis, Altoona.	Lycoming.....	G. B. Milnor, Muncy.
Bradford.....	L. J. Russell, Towanda.	McKean.....	C. W. Lillibridge, Smethport.
Bucks.....	J. H. Hoffman, Doylestown.	Mercer.....	H. E. McConnell, Mercer.
Butler.....	F. A. McClung, Butler.	Mifflin.....	Lawrence Ruble, McVeytown.
Cambria.....	M. S. Bentz, Ebensburg.	Monroe.....	Frank Koehler, Stroudsburg.
Cameron.....	C. E. Plasterer, Emporium.	Montgomery.....	J. H. Landis, Norristown.
Carbon.....	J. J. Bevan, Mauch Chunk.	Montour.....	Fred W. Diehl, Danville.
Center.....	D. O. Etters, State College.	Northampton.....	Geo. A. Grim, Nazareth.
Chester.....	Thomas A. Bock, Westchester.	Northumberland.....	I. H. Mauser, Sunbury.
Clarion.....	N. E. Heeter, Clarion.	Perry.....	D. A. Kline, New Bloomfield.
Clearfield.....	Cyrus A. Weisgerber, Clearfield.	Pike.....	L. Westbrook, Matamoras.
Clinton.....	I. N. McCloskey, Lock Haven.	Potter.....	A. P. Akeley, Coudersport.
Columbia.....	Wm. W. Evans, Bloomsburg.	Schuylkill.....	L. Seltzer, Pottsville.
Crawford.....	P. D. Blair, Meadville.	Snyder.....	T. A. Stetler, Middleburg.
Cumberland.....	J. Kelso Green, Carlisle.	Somerset.....	John H. Fike, Somerset.
Dauphin.....	Frank E. Shambaugh, Lykens.	Sullivan.....	Harry R. Henning, Lopez.
Delaware.....	A. O. C. Smith, Media.	Susquehanna.....	F. H. Taylor, Montrose.
Elk.....	J. W. Sweeney, St. Marys.	Tioga.....	Morton F. Jones, Blossburg.
Eric.....	I. H. Russell, North East.	Union.....	Wm. W. Spigelmyer, Mifflinburg.
Fayette.....	John S. Carroll, Uniontown.	Venango.....	D. W. Armstrong, Franklin.
Forest.....	J. O. Carson, Tionesta.	Warren.....	C. S. Knapp, Warren.
Franklin.....	L. E. Smith, Chambersburg.	Washington.....	L. R. Crumrine, Washington.
Fulton.....	J. Emery Thomas, McConnellsburg.	Wayne.....	J. J. Koehler, Honesdale.
Greene.....	H. D. Freeland, Waynesburg.	Westmoreland.....	Robt. C. Shaw, Greensburg.
Huntingdon.....	L. E. Boyer, Huntingdon.	Wyoming.....	John E. Morgan, Tunkhannock.
Indiana.....	J. F. Chapman, Indiana.	York.....	C. W. Stine, York.
Jefferson.....	Charles A. Anderson, Brookville.		
Juniata.....	C. E. Kaufman, McAllisterville.		

Division.	Division superintendent.	Division.	Division superintendent.
PHILIPPINE ISLANDS.		PHILIPPINE ISLANDS—CON.	
Albay.....	Thomas H. Cassidy, Albay.	Oriental Negros.....	John C. Early (acting), Dumaguete.
Antique.....	Candido Alcazar (acting), San Jose.	Palawan.....	B. C. Kelleher (acting), Cuyo.
Bataan.....	Benito Pangilinan (acting), Balauga.	Pampanga.....	Roy K. Gilmore, San Fernando.
Batangas.....	H. M. Wartenblass, Batangas.	Pangasinan.....	A. W. Cain, Linpayan.
Bohol.....	O. H. Charles, Tagbilaran.	Rizal.....	F. J. Waters, Pasig.
Bulacan.....	R. L. Barron, Malolos.	Romblon.....	Q. San Buenaventura (acting), Romblon.
Cagayan.....	W. B. Beard, Tuguegarao.	Samar.....	B. Fielden Nutter (acting), Catbalogan.
Camarines.....	Benjamin Levin, Naga.	Sorsogon.....	G. W. Satterthwaite, Sorsogon.
Capiz.....	F. E. Hemenway, Capiz.	Surigao.....	Walter G. M. Buckisch (acting), Surigao.
Cavite.....	William S. Fickes, Cavite.	Tarlac.....	Adam C. Derkum, Tarlac.
Cebu.....	S. J. Wright, Cebu.	Tayabas.....	Gilbert B. Perez (acting), Lucena.
Ilocos Norte.....	John M. Roberts (acting), Laoag.	Union.....	Honorio Poblador, San Fernando.
Ilocos Sur.....	Edward J. Murphy, Vigan.	Zambales.....	Antonio Nera (acting), Iba.
Iloilo.....	James C. Scott, Iloilo.	Department of Mindanao and Sulu.	
Izabela.....	Alexander M. Wiley (acting), Iragan.	Agusan.....	Charles B. Crowther (acting), Butuan.
Ilaguna.....	R. G. McLeod, Santa Cruz.	Bukidnon.....	George C. Kindley (acting), Malaybalay.
Leyte.....	S. Collin Campbell (acting), Tacloban.	Cotabato.....	Arthur E. Harpst, Cotabato.
Manila.....	H. A. Bordner, Manila.	Davao.....	Henry C. Stanton (acting), Davao.
Mindoro.....	Leodegario Vektorino (acting), Calapan.	Lanao.....	John J. Heffington, Dansalan.
Mi-amis.....	Artie A. House (acting), Cagayan.	Sulu.....	J. W. Light, Jolo.
Mountain.....	C. Skattebol, Baguio.	Zamboanga.....	Lloyd G. Kirby (acting), Zamboanga.
Nueva Ecija.....	L. P. Willis (acting), Cabanatuan.		
Nueva Vizcaya.....	Daniel E. Clancy (acting), Bayombong.		
Occidental Negros.....	Ralph H. Worsley (acting), Bacolod.		

* XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Division.	Division superintendent.	Division.	Division superintendent.
PORTO RICO.		PORTO RICO—CON.	
Adjuntas.....	Luis A. Padilla.	Isabela.....	Carlos Rivera Ufret.
Aguadilla.....	Santiago Veve, Jr.	Juana Diaz.....	Charles J. Kelley.
Aibonito.....	Don W. Snow.	Juncos.....	Celestino Benitez.
Anasco.....	R. H. Spicer.	Lares.....	R. A. Segarra.
Arecibo.....	Manuel G. Nin.	Manati.....	Joseph C. Morin.
Arroyo.....	Ismael Maldonado.	Maricao.....	Pedro P. Aran.
Barros.....		Mayaguez.....	R. B. Barlow.
Bayamon.....	Manuel Negrón Collazo.	Naguabo.....	Valeriano Flores y Robles.
Cabo Rojo.....	William F. Littlefield.	Ponce.....	John P. Blanco.
Caguas.....	Gerardo Selles y Sola.	Rio Grande.....	Samuel D. W. Mills.
Camuy.....	Juliet A. Casey.	Rio Piedras.....	Cecil E. Stevens.
Carolina.....	Beatriz Lassalle.	Salinas.....	Juan E. Castillo.
Cayey.....	Alan H. Linch.	San German.....	Judson U. McGuire.
Ciales.....		San Juan.....	George V. Keelan.
Coamo.....	Harold S. Corlett.	San Sebastian.....	Hermínio Rodriguez.
Comerio.....	Oscar Porrata, Jr.	Toe Baja.....	Jose B. Fontanes.
Corozal.....	Francisco Gaxiablade.	Utua.....	Jose C. Rosario.
Fajardo.....	Servando Rabalanne.	Vega Baja.....	Victor M. Suarez.
Guayama.....	Cecilio Torres Reyes.	Yabucoa.....	Bernardo Huyke.
Guayanilla.....	Hatuey Diaz Baldorioty.	Yauco.....	Charles E. Miner.
Humacao.....	Marshall D. Rice.		
Town.	Town superintendent.	Town.	Town superintendent.
RHODE ISLAND.¹		RHODE ISLAND—continued.	
Charlestown.....	S. Hussey Reed, Westerly.	Middletown.....	Joel Peckham, Aquidneck.
Exeter.....	George E. Money, Ilibertv.	Narragansett.....	William A. Brady, Narragansett Pier.
Foster.....	Clovis H. Mitchell, North Scituate.	New Shoreham.....	Walter E. Young, Block Island.
Gloicester.....	Irving C. Mitchell, Greenville.	Richmond.....	Charles J. Greene, Kenyon.
Jamestown.....	Clovis H. Mitchell, North Scituate.	West Greenwich.....	Joseph Rose, Washington.
Little Compton.....	J. Webster Coombs, Little Compton.		
County.	County superintendent.	County.	County superintendent.
SOUTH CAROLINA.		SOUTH CAROLINA—continued.	
Abbeville.....	W. J. Evans, Abbeville.	Marion.....	S. J. Wall, Marion.
Aiken.....	H. R. Chapman, Aiken.	Mariboro.....	A. L. Easterling, Bennettsville.
Anderson.....	J. B. Felton, Anderson.	Newberry.....	C. M. Wilson, Newberry.
Bamberg.....	R. W. D. Rowell, Bamberg.	Oconee.....	Thomas A. Smith, Walthalla.
Barnwell.....	H. J. Crouch, Barnwell.	Orangeburg.....	L. W. Livingston, Orangeburg.
Beaufort.....	W. M. Steinmeyer, Beaufort.	Pickens.....	R. T. Hallum, Pickens.
Berkley.....	I. B. Marshe, Moncks Corner.	Richland.....	O. D. Seay, Columbia.
Calhoun.....	B. F. Keller, St. Matthews.	Saluda.....	F. O. Black, Saluda.
Charleston.....	H. H. McCarley, Charleston.	Spartanburg.....	B. S. Haynes, Spartanburg.
Charokee.....	W. C. McArthur, Gaffney.	Sumter.....	J. H. Haynesworth, Sumter.
Chester.....	W. D. Knox, Chester.	Union.....	Jas. H. Hope, Union.
Chesterfield.....	J. A. Knight, Chesterfield.	Williamsburg.....	N. D. Loveless.
Clarendon.....	E. J. Browne, Manning.	York.....	J. E. Carroll, York.
Colleton.....	H. S. Strickland, Walterboro.		
Darlington.....	D. L. Lewis, Darlington.		
Dillon.....	R. S. Rogers, Dillon.		
Dorchester.....	J. A. Parler, St. George.		
Edgefield.....	W. W. Fuller, Edgefield.		
Fairfield.....	W. W. Turner, Winnsboro.		
Florence.....	A. H. Gasque, Florence.		
Georgetown.....	J. W. Doar, Georgetown.		
Greenville.....	M. C. Barton, Greenville.		
Greenwood.....	T. E. Dorn, Greenwood.		
Hampton.....	J. W. Rouse, Hampton.		
Horry.....	M. J. Bullock, Conway.		
Jasper.....	S. B. Owens, Ridgeland.		
Kershaw.....	I. J. McKenzie, Camden.		
Lancaster.....	W. A. Lingle, Lancaster.		
Laurens.....	J. H. Sullivan, Laurens.		
Lee.....	J. T. Munnerlyn, Bishopville.		
Lexington.....	A. D. Martin, Lexington.		
McCormick.....	T. J. Price, McCormick.		
		SOUTH DAKOTA.	
		Aurora.....	Elva Howey, Plankinton.
		Beadle.....	Hortense Babbitt, Huron.
		Bennett.....	Clara Parlasca, Martin.
		Bon Homme.....	J. W. Whiting, Tyndall.
		Brookings.....	Herbert Blakely, Brookings.
		Brown.....	R. N. Axford, Aberdeen.
		Brule.....	Evelena Rossman, Chamberlain.
		Buffalo.....	Julia Hart, Gann Valley.
		Butte.....	Mae Scotney, Bellefourche.
		Campbell.....	W. A. Bendley, Mound City.
		Charles Mix.....	Ruth E. Bendley, Andes.
		Clark.....	Katie Sp...

¹ See also p. 87.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
SOUTH DAKOTA—continued.		TENNESSEE—CON.	
Clay.....	F. Belle Conrow, Vermilion.	Dekalb.....	Kanmons Givan, Liberty.
Codington.....	Sara Reeve, Watertown.	Dickson.....	R. E. Corlew, Charlotte.
Corson.....	Frances Delaney, McIntosh.	Dyer.....	R. M. Grille, Dyessburg.
Custer.....	Ethel Montgomery, Custer.	Fayette.....	W. T. Loggins, Somerville.
Davis.....	Emma McClintock, Mitchell.	Fentress.....	W. R. Steris, Jamestown.
Day.....	Ira Howell, Webster.	Franklin.....	W. J. Arnold, Winchester.
Deuel.....	A. W. Munson, Clear Lake.	Gibson.....	J. B. Cummings, Trenton.
Dewey.....	J. A. G. Smith, Timber Lake.	Giles.....	B. H. Gauliney, Puleaski.
Douglas.....	Geo. E. Sanders, Armour.	Grainger.....	H. G. Farmer, Rutledge.
Edmunds.....	Lillian Thell, Ipswich.	Greene.....	Joel N. Pierce, Groesbeck.
Fall River.....	Helen Brelsford, Hot Springs.	Grundy.....	J. L. Rollins, Altamont.
Faulk.....	Mrs. Susie P. Swartout, Faulkton.	Hamblen.....	W. S. Ivy, Morrisdown.
Grant.....	Sidney Barriclow, Milbank.	Hamilton.....	J. W. Abel, Chattanooga.
Gregory.....	K. H. Cressman, Burke.	Hancock.....	George Jaynes, Sneedville.
Haakon.....	Jennie O'Neal, Philip.	Hardeman.....	J. D. Turner, Bolivar.
Hamlin.....	Elliot A. Parker, Hayti.	Hardin.....	J. C. Smith, Sallito.
Hand.....	Jessie Moncur, Miller.	Hawkins.....	Roy Myers, Rogersville.
Hanson.....	Jessie Robertson, Alexandria.	Haywood.....	P. R. Orlivie, Brownsboro.
Harding.....	Minnie E. Stegner, Buffalo.	Henderson.....	O. E. Holmes, Lexington.
Hughes.....	Daisy Solberg, Pierre.	Henry.....	Joe Routon, Paris.
Hutchinson.....	Benj. Kaufmann, Freeman.	Hickman.....	Herman Pratt, Centerville.
Hyde.....	Pauline D. Gray, Highmore.	Houston.....	D. J. McAulay, Erin.
Jackson.....	L. S. Du Bois, Kadoka.	Humphreys.....	W. H. Knight, Waverly.
Jerauld.....	Ruby C. Bromwell, Westington Springs.	Jackson.....	W. L. Dixon, Gainesboro.
Jones.....	L. M. Powers, Murdo.	James.....	W. H. Roark, Ooltewah.
Kingsbury.....	A. A. Coulson, De Smet.	Jefferson.....	R. C. McAndrews, Dandridge.
Lake.....	Alice Rippe, Madison.	Johnson.....	J. L. Shoun, Mountain City.
Lawrence.....	Nellie Warren, Deadwood.	Knox.....	W. L. Stookesbury, Knoxville.
Lincoln.....	H. M. Dale, Canton.	Lake.....	Thurman McCain, Tiptonville.
Lyman.....	Ben Bower, Oacoma.	Lauderdale.....	G. G. McLeod, Ripley.
McCook.....	Laura Bouchie, Salem.	Lawrence.....	Napoleon Lumpkin, Lawrenceburg.
McPherson.....	W. K. Bishop, Leola.	Lewis.....	Mrs. H. T. Poore, Hobenswald.
Marshall.....	Jessie Stewart, Britton.	Lincoln.....	Jesse Hardin, Fayetteville.
Meade.....	Harry L. Smith, Sturgis.	Loudon.....	J. T. Henderson, Loudon.
Mellette.....	T. H. Greene, White River.	McMinn.....	Austin Hanks, Athens.
Miner.....	Edmund Steele, Howard.	McNairy.....	A. H. Grantham, Bethel Springs.
Minnehaha.....	Mrs. Anna M. Eddy, Sioux Falls.	Macon.....	O. G. Davis, Lafayette.
Moody.....	Alice Conrod, Flandreau.	Madison.....	W. A. Malone, Jackson.
Pennington.....	Adella S. Beach, Rapid City.	Marion.....	D. A. Tate, South Pittsburg.
Perkins.....	A. A. Hale, Bison.	Marshall.....	J. G. Stinson, Lewisburg.
Potter.....	Margaret Briscoe, Gettysburg.	Maury.....	Jno. P. Graham, Calhoun.
Roberts.....	J. W. Thomas, Sisseton.	Meigs.....	J. H. Bennett, Decatur.
Sanborn.....	A. J. Smalley, Woonsocket.	Monroe.....	A. C. Watson, Madisonville.
Spink.....	E. H. Kahl, Redfield.	Montgomery.....	A. W. Jobe, Clarksville.
Stanley.....	Roberts Smith, Fort Pierre.	Moore.....	Cora Wiseman, Lynchburg.
Sully.....	Jesse T. Hayes, Onida.	Morgan.....	E. R. Williams, Wartburg.
Tripp.....	Mrs. Sadie Brownlow, Winnet.	Obion.....	B. A. Vaughn, Union City.
Turner.....	Nellie I. Appleby, Parker.	Overtown.....	Geo. O. Lea, Livingston.
Union.....	Alice A. Tollefson, Elk Point.	Perry.....	R. H. Gray, Beardstown.
Walworth.....	E. H. Netehome, Selby.	Pickett.....	W. J. Babb, Byrdstown.
Yankton.....	Geo. A. Clark, Yankton.	Polk.....	W. B. Rucker, Benton.
Ziebach.....	Walter E. Menzel, Dupree.	Putnam.....	J. M. Hatfield, Cookeville.
TENNESSEE.		Rhea.....	Wm. Hilleary, Dayton.
Anderson.....	W. H. Miller, Clinton.	Roane.....	D. S. Tanner, Kingston.
Bedford.....	Louis Wilhoite, Shelbyville.	Robertson.....	O. H. Bernard, Springfield.
Benton.....	E. J. Clement, Camden.	Rutherford.....	W. N. Elrod, Murfreesboro.
Bledsoe.....	John M. Gerren, Pikeville.	Scott.....	W. W. Walker, Huntsville.
Blount.....	Nancy Lee Broady, Maryville.	Sequatchie.....	W. V. Freiley, Dunlap.
Bradley.....	S. Y. Adcock, Cleveland.	Seyler.....	A. O. De Loxier, Sevierville.
Campbell.....	Joe Jennings, Jacksboro.	Shelby.....	Miss Carl Williams, Memphis.
Cannon.....	W. H. Finley, Woodbury.	Smith.....	Lee Huffines, Carthage.
Carroll.....	D. T. Barnhill, Huntington.	Stewart.....	W. C. Howell, Dover.
Carter.....	J. B. Ritchie, Elizabethton.	Sullivan.....	J. C. Alard, Blountville.
Cheatham.....	P. H. Duke, Ashland City.	Sumner.....	T. W. Hunter, Gallatin.
Chester.....	N. B. Hardeman, Henderson.	Tipton.....	H. H. Robison, Covington.
Clatsborne.....	N. Otto Irwin, Tazewell.	Trousdale.....	T. B. Woodmore, Hartsville.
Clay.....	R. C. Ledbetter, Willow Grove.	Unicoi.....	Lizzie Roberts, Erwin.
Cocke.....	O. L. McMahon, Newport.	Union.....	V. W. Palmer, Sharps Chapel.
Cohee.....	J. H. Leming, Manchester.	Van Buren.....	H. E. Scott, Spencer.
Crockett.....	T. E. Lowery, Alamo.	Warren.....	E. B. Etter, McMinnville.
Cumberland.....	J. S. Cline, Crossville.	Washington.....	J. C. Berry, Jonesboro.
Davison.....	W. C. Dodson, Nashville.	Wayne.....	Jno. W. Gallien, Waynesboro.
Durham.....	Geo. L. Wortham, Decaturville.	Weakley.....	P. Y. Fuqua, Drasden.
		White.....	J. W. McPeak, Sparta.
		Williamson.....	Fred J. Page, Franklin.
		Wilson.....	B. Y. Neal, Watertown.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
TEXAS.		TEXAS—continued.	
Anderson.....	E. F. Rollins, Palestine.	Franklin.....	O. L. Reaves, Mount Vernon.
Andrews.....	A. N. Brown, Andrews.	Freestone.....	Carl Williford, Fairfield.
Angelina.....	J. O. Satterwhite, Lufkin.	Frio.....	A. J. Cook, Pearsall.
Aransas.....	F. Stevens, Rockport.	Gaines.....	T. O. Stark, Seminole.
Archer.....	J. S. Melugin, Archer City.	Galveston.....	T. B. Blackstone, Galveston.
Armstrong.....	H. L. Mobley, Claude.	Garza.....	A. H. Anderson, Post City.
Atascosa.....	H. D. Rhode, Jourdananton.	Gillespie.....	A. H. Kneese, Fredericksburg.
Austin.....	O. M. Brown, jr., Bellville.	Glasscock.....	C. W. Cunningham, Garden City.
Bailey.....	B. D. Woodlee, Dimmitt.	Goliad.....	G. M. Jones, Goliad.
Pandera.....	Sam O'Bryant, Bandera.	Gonzales.....	J. C. Cochran, Gonzales.
Bastrop.....	Nat G. Mitchell, Bastrop.	Gray.....	T. M. Wolfe, Lefors.
Baylor.....	T. J. North, Seymour.	Grayson.....	J. A. Giles, Sherman.
Bee.....	Patti Reagan, Beeville.	Gregg.....	Walter E. Jones, Longview.
Bell.....	P. L. Stone, Belton.	Grimes.....	M. A. McDonald, Anderson.
Bexar.....	P. F. Stewart, San Antonio.	Guadalupe.....	J. F. Saeger, Seguin.
Blanco.....	Wm. Martiny, Johnson City.	Hale.....	Charles Clement, Plainview.
Borden.....	C. E. Reeder, Call.	Hall.....	M. E. McNaly, Memphis.
Bosque.....	H. C. Powell, Meridian.	Hamilton.....	A. T. Jones, Hamilton.
Bowie.....	C. A. Bonham, Boston.	Hansford.....	B. V. Andrews, Hansford.
Brazoria.....	R. R. Sebring, Angleton.	Hardeman.....	L. M. Davis, Quanah.
Brazos.....	W. L. Powers, Bryan.	Hardin.....	R. P. Gibbs, Kountze.
Brewster.....	A. M. Turney, Alpine.	Harris.....	L. L. Pugh, Houston.
Briscoe.....	C. B. Richards, Silverton.	Harrison.....	C. W. LaGrone, Marshall.
Brooks.....	J. A. Brooks, Fallfurris.	Hartley.....	J. H. Phillips, Channing.
Brown.....	R. A. McLesky, Brownwood.	Haskell.....	J. R. Hutto, Haskell.
Burleson.....	T. A. Schoppe, Caldwell.	Hays.....	John H. Saunders, San Marcos.
Burnet.....	J. R. Smith, Burnet.	Hemphill.....	J. L. Jennings, Canadian.
Caldwell.....	John N. Gambrell, jr., Lockhart.	Henderson.....	W. R. Thomas, Athens.
Calhoun.....	F. M. Dudgeon, Port Lavaca.	Hidalgo.....	J. S. Bunn, Edinburg.
Callahan.....	S. E. Settle, Baird.	Hill.....	Mrs. Leon Culberson, Hillsboro.
Cameron.....	W. F. Jourdan, Brownsville.	Hockley.....	Roscoe Wilson, Lubbock.
Camp.....	W. N. Tucker, Pittsburg.	Hood.....	T. H. Hines, Granbury.
Carson.....	A. Callaghan, Panhandle.	Hopkins.....	Dan J. Thompson, Sulphur Springs.
Cass.....	R. H. Harvey, Linden.	Houston.....	Jno. N. Snell, Crockett.
Castro.....	B. D. Woodlee, Dimmitt.	Howard.....	S. E. Penix, Big Springs.
Chambers.....	W. B. Gordon, Anahuac.	Hunt.....	E. P. Thomas, Greenville.
Cherokee.....	H. T. Brown, Rusk.	Hutchinson.....	C. Travis, Plemons.
Childress.....	O. V. Vernon, Childress.	Irion.....	W. F. Fikes, Sherwood.
Clay.....	J. R. Carter, Henrietta.	Jack.....	J. W. Fulcher, Jacksboro.
Cochran.....	Roscoe Wilson.	Jackson.....	W. W. McCrary, Edna.
Coke.....	D. I. Durham, Robert Lee.	Jasper.....	B. T. Withers, Jasper.
Coleman.....	J. C. Griffin, Coleman.	Jeff Davis.....	W. J. Ward, Fort Davis.
Collin.....	W. S. Smith, McKinney.	Jefferson.....	Homer C. Daniel, Beaumont.
Collingsworth.....	A. C. Nicholson, Wellington.	Jim Hogg.....	A. M. Brumfield, Hebbroville.
Colorado.....	B. H. Meinert, Columbus.	Jim Wells.....	T. L. Barnhouse, Alice.
Comal.....	Adolf Stein, New Braunfels.	Johnson.....	G. S. Tomas, Cleburne.
Comanche.....	Mrs. J. E. Deely, Comanche.	Jones.....	C. L. Prichard, Anson.
Cooke.....	Jas. E. Howze, Paint Rock.	Karnes.....	L. P. Lightsey, Karnes City.
Coryell.....	F. J. Clement, Gainesville.	Kaufman.....	Florence Conner, Kaufman.
Cottle.....	J. C. McKelvy, Gatesville.	Kendall.....	J. W. Lawhon, Boerne.
Crockett.....	W. O. Jones, Paducah.	Kent.....	B. P. Vardiman, Claibornmont.
Crosby.....	C. E. Davidson, Ozona.	Kerr.....	Lee Wallace, Kerrville.
Culberson.....	Pink L. Parrish, Crosbyton.	Kimble.....	J. B. Randolph, Junction City.
Dallam.....	J. C. Hunter, Van Horn.	King.....	J. F. Witherspoon, Guthrie.
Dallas.....	Lawrence Ashby, Dalhart.	Kinney.....	Joseph Veltman, Brackettville.
Dawson.....	B. M. Hudspeth, Dallas.	Kleburg.....	Ben. F. Wilson, Kingsville.
Deaf Smith.....	J. E. Garland, Lamesa.	Knox.....	J. M. Morgan, Benjamin.
Delta.....	J. A. Hughes, Hereford.	Lamar.....	J. A. Fuiks, Paris.
Denton.....	W. B. Wheeler, Cooper.	Lamb.....	L. E. Ensign, Olton.
De Witt.....	L. H. Edwards, Denton.	Lampasas.....	J. F. Higgins, Lampasas.
Dickens.....	L. G. Covey, Cuero.	La Salle.....	G. A. Weihausen, Cotulla.
Dimmit.....	Walter L. Powell, Dickens.	Lavaca.....	William Eilers, Hallettsville.
Donley.....	J. O. Rouse, Carrizo Springs.	Lee.....	C. M. Bishop, Giddings.
Duval.....	J. H. O'Neill, Clarendon.	Leon.....	W. R. Moore, Centerville.
Eastland.....	J. F. Clarkson, San Diego.	Liberty.....	P. S. Newberry, Liberty.
Ector.....	R. E. Sikes, Eastland.	Limestone.....	T. L. Pritchard, Groesbeck.
Edwards.....	E. V. Graham, Odessa.	Lipscomb.....	W. H. Sewell, Lipscomb.
Ellis.....	A. F. Allison, Rock Springs.	Live Oak.....	W. W. Caves, Oakville.
El Paso.....	W. S. Ely, Waxahachie.	Llano.....	Ernest Moore, Llano.
Erath.....	Myra Winkler, El Paso.	Loving.....	Howell Johnson, Pecos.
Falls.....	Maud Cunningham, Stephensville.	Lubbock.....	Roscoe Wilson, Lubbock.
Fannin.....	G. A. Pringle, Marlin.	Lynn.....	C. H. Cain, Pecos.
Fayette.....	Frank Young, Bonham.	McCulloch.....	W. M. Der
Fisher.....	G. A. Stirling, La Grange.	McLennan.....	R. L. Abf
Floyd.....	W. C. Martin, Roby.		
Foard.....	W. B. Clark, Floydada.		
Fort Bend.....	G. L. Burk, Crowell.		
	Herman Beyer, Richmond.		

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

County.	County superintendent.	County.	County superintendent.
TEXAS—continued.		TEXAS—continued.	
McMullen.....	D. B. Martin, Tilden.	Titus.....	Jno. Myers, Mount Pleasant.
Madison.....	J. T. Cony, Madisonville.	Tom Green.....	C. E. Springstein, San Angelo.
Marlon.....	Alice Emmert, Jefferson.	Travis.....	Leon Halden, Austin.
Martin.....	A. G. Odam, Stanton.	Trinity.....	J. C. Ingram, Groveton.
Mason.....	Glenn W. Smith, Mason.	Tyler.....	G. E. Neel, Woodville.
Matagorda.....	W. F. Pack, Bay City.	Upshur.....	B. B. Elder, Gilmer.
Maverick.....	Ben V. King, Eagle Pass.	Upton.....	H. B. Griffith, Upland.
Medina.....	W. N. Saathoff, Hondo.	Uvalde.....	Julia Victor, Uvalde.
Menard.....	J. D. Scruggs, Menard.	Valverde.....	Josephine Jones, Del Rio.
Midland.....	J. M. De Armond, Midland.	Van Zandt.....	C. H. Cox, Canton.
Milam.....	J. F. Chadwick, Cameron.	Victoria.....	G. M. Crutsinger, Victoria.
Mills.....	R. B. Weaver, Goldthwaite.	Walker.....	C. A. Bennick, Huntsville.
Mitchell.....	J. H. Bullock, Colorado.	Waller.....	Alice Cameron, Hempstead.
Montague.....	I. B. Williams, Montague.	Ward.....	Burch Carson, Barstow.
Montgomery.....	Bessie Smith Meredith, Conroe.	Washington.....	W. F. A. Boemer, Brenham.
Moore.....	J. W. Fox, Dumas.	Webb.....	B. Richardson, Laredo.
Morris.....	O. E. Shive, Dalingerfield.	Wharton.....	J. R. Peale, Wharton.
Motley.....	A. B. Crane, Matador.	Wheeler.....	L. D. Miller, Wheeler.
Nacogdoches.....	G. B. Layton, Nacogdoches.	Wichita.....	E. C. Hall, Wichita Falls.
Navarro.....	J. B. Davis, Corsicana.	Wilbarger.....	L. A. Hallar, Vernon.
Newton.....	J. B. Stripling, Newton.	Willacy.....	J. S. Thornham, Sarita.
Nolan.....	A. D. Ellis, Sweetwater.	Williamson.....	Mrs. W. H. Hanna, Georgetown.
Nueces.....	Nat Benton, Corpus Christi.	Wilson.....	J. E. Swift, Floresville.
Ochiltree.....	R. T. Carrell, Ochiltree.	Winkler.....	A. T. Crawford, Kermit.
Oldham.....	Wm. Balfour, Tascosa.	Wise.....	Brandon Trussell, Decatur.
Orange.....	Allie Bland, Orange.	Wood.....	J. R. Clark, Quitman.
Palo Pinto.....	E. L. Pitts, Palo Pinto.	Yoakum.....	R. P. Moreland, Plains.
Panola.....	R. E. Carswell, Carthage.	Young.....	D. K. Lyon, Graham.
Parker.....	W. V. Shadle, Weatherford.	Zapata.....	A. P. Spohn, Zapata.
Parmer.....	James D. Hamlin, Farwell.	Zavala.....	O. A. Stubbs, Batesville.
Pecos.....	Howell Johnson, Fort Stockton.		
Polk.....	J. H. Taylor, Livingston.	UTAH.	
Potter.....	W. C. Gee, Amarillo.	Beaver.....	K. G. Maester, Beaver.
Presidio.....	W. M. Ellison, Marfa.	Boxelder.....	C. H. Skidmore, Brigham City.
Rains.....	O. H. Rhodes, Emory.	Cache.....	R. V. Larson, Logan.
Randall.....	A. R. Flesher, Canyon.	Carbon.....	Orson Ryan, Price.
Reagan.....	W. W. Pittman, Stiles.	Davis.....	H. C. Burton, Farmington.
Real.....	D. D. Thompson, Leakey.	Duchessne.....	J. A. Washburn, Duchesne.
Red River.....	S. E. Clark, Clarksville.	Emery.....	W. T. Reid, Orangeville.
Reeves.....	Jas. F. Ross, Pecos.	Garfield.....	F. G. Gardiner, Panguitch.
Refugio.....	Leslie Adkins, Refugio.	Grand.....	D. S. L. McCorkle, Moab.
Roberts.....	J. E. Kinney, Miami.	Iron.....	L. J. Nuttall, jr., Cedar City.
Robertson.....	Clara Story, Franklin.	Juab.....	Ray Stewart, Nephi.
Rockwall.....	J. W. Reese, Rockwall.	Juab dist.....	I. L. Williamson, Eureka.
Runnels.....	E. L. Hagan, Ballinger.	Tintic dist.....	R. C. Merrill, Kanab.
Rusk.....	G. C. Padgett, Henderson.	Kane.....	R. E. Hammond, Fillmore.
Sabine.....	Jno. Harper, Hemphill.	Millard.....	Wm. Abplanalp, Morgan.
San Augustine.....	Willie E. Mathews, San Augustine.	Morgan.....	D. H. Robinson, Junction.
San Jacinto.....	Wm. McMurray, Cold Springs.	Piute.....	G. N. Weston, Laketown.
San Patricio.....	C. E. Wade, Sinton.	Rich.....	
San Saba.....	Dor W. Brown, San Saba.	Salt Lake.....	
Schleicher.....	Geo. M. Brown, Eldorado.	Granite dist.....	J. M. Mills, Salt Lake City.
Scurry.....	O. L. Howell, Snyder.	Jordan dist.....	D. C. Jensen, Midvale.
Shackelford.....	J. A. King, Albany.	San Juan.....	J. B. Harris, Grayson.
Shelby.....	J. B. Hammer, Center.	Sanpete.....	
Sherman.....	J. W. Elliott, Stratford.	North dist.....	J. W. Anderson, Mt. Pleasant.
Smith.....	E. J. Burns, Tyler.	South dist.....	E. T. Reid, Mantit.
Somervell.....	S. G. Tankersley, Glen Rose.	Savich.....	A. J. Ashman, Richfield.
Starr.....	Sam P. Vale, Rio Grande City.	Summit.....	
Stephens.....	Jesse R. Smith, Breckenridge.	North dist.....	W. H. Manning, Coalville.
Sterling.....	Jeff D. Ayres, Sterling City.	South dist.....	Joseph Richards, Kamas.
Stonewall.....	M. Sadie Abbott, Aspermont.	Tooele.....	J. U. Hicks, Tooele.
Sutton.....	E. S. Briant, Sonora.	Uintah.....	Earl Thompson, Vernal.
Swisher.....	W. S. Tomlinson, Tulla.	Utah.....	
Tarrant.....	G. T. Bludworth, Fort Worth.	Alpine dist.....	J. H. Walker, Lehi.
Taylor.....	J. S. Smith, Abilene.	Nebo dist.....	J. P. Creer, Spanish Fork.
Terrell.....	T. R. Kuykendall, Sanderson.	Wasatch.....	D. A. Broadbent, Heber City.
Terry.....	W. W. Price, Brownfield.	Washington.....	W. O. Bentley, jr., St. George.
Throckmorton.....	D. F. Reynolds, Throckmorton.	Wayne.....	Joseph Hickman, Loa.
		Weber.....	W. N. Petterson, Ogden.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Supervision district.	District superintendent.	Supervision district.	District superintendent.
VERMONT.¹		VERMONT—continued.	
Addison County:		Franklin County:	
<i>Northwest district</i>	H. A. Farrar, Vergennes.	<i>Northwest district</i>	Homer E. Hunt, Swanton.
Addison, Ferrisburg, Monkton, Panton, Vergennes, Waltham.		Swanton, 'Highgate, St. Albans T.	
<i>Northeast district</i>	C. R. Beeman, Bristol.	<i>Central district</i>	Frederick W. Wallace, Enosburg Falls.
Bristol, Starksboro, Lincoln, New Haven.		Enosburg Falls I., Enosburg T., Franklin, Sheldon.	
<i>Central district</i>	Arthur W. Eddy, Middlebury.	<i>Northeast district</i>	Edwin F. Greene, Richford.
Cornwall, Middlebury T., Middlebury I., Ripton, Weybridge, Salisbury.		Richford, 'Berkshire, Montgomery.	
<i>Southwest district</i>	E. L. Clark, Shoreham.	<i>Southeast district</i>	Sidney C. Harding, East Fairfield.
Shoreham, Bridport, Orwell, Benson.		Bakersfield, Fairfield, Fletcher.	
Bennington County:		Grand Isle County:	
<i>North district</i>	Edward B. Hutchinson, North Bennington.	<i>Grand Isle district</i>	Fred E. Cargill, Alburg.
Dorset, Rupert, Pawlet.		Alburg, Isla La Motte, North Hero, South Hero, Grand Isle.	
<i>Central district</i>		Lamoille:	
Arlington, Shaftsbury, North Bennington I., Glastenbury, Sunderland, Manchester, Sandgate.		<i>East district</i>	Harold P. Crosby, Hyde Park.
Caledonia County:		Hyde Park, Eden, Wolcott.	
<i>North district</i>	Garfield A. Jamieson, West Burke.	<i>South district</i>	Carlton D. Howe, Morrisville.
West Burke I., Burke T., Wheelock, Sheffield, Sutton, Newark, East Haven.		Morristown, Stowe, Elmore.	
<i>North central district</i> .	Martin E. Daniels, Lyndonville.	<i>West district</i>	L. E. Bell, Johnson.
Lyndonville I., Lyndon I., Lyndon T., Danville, Kirby.		Cambridge, Johnson, Waterville, Belvidere.	
<i>South central district</i> .	Harvey Burbank, East Barnet.	Orange County:	
Barnet, Peacham, Walden, Waterford.		<i>East district</i>	Edward L. Clark, Bradford.
<i>South district</i>	Leonard D. Smith, Wells River.	Bradford, Fairlee, Vershire, Corinth, Cookville, I., Topsham.	
Wells River I., Newbury, Groton, Ryegate.		<i>Northwest district</i>	W. F. Glover, Williamstown.
Chittenden County:		Chelsea, Williamstown, Washington, Orange.	
<i>Northwest district</i>	Charles O. Turner, Milton.	<i>Southwest district</i>	George W. Patterson, Randolph.
Milton I., Milton T., Westford, Fairfax, Georgia.		Randolph I., Randolph T., Brookfield, Braintree.	
<i>East district</i>	Horatio S. Read, Richmond.	<i>Southeast district</i>	Charles P. McKnight, South Strafford.
Richmond, Jericho, Underhill I., Underhill T., Bolton.		Thetford, West Fairlee, Strafford, Norwich, Sharon.	
<i>Central district</i>	Minnie E. Hays, Essex Junction.	Orleans County:	
Essex Junction I., Essex T., Williston, Winooski I., Colchester.		<i>North district</i>	Ernest A. Hamilton, Newport.
<i>South district</i>	William G. Hartin, Burlington, R. D. No. 1.	Newport I., Newport T., Newport Ctr. I., Coventry, Irasburg.	
Shelburne, Charlotte, South Burlington, St. George, Huntington, Hinesburg.		<i>East district</i>	Edwin S. Boyd, West Charleston.
Essex County:		Charleston, Holland, Morgan, Brownington, Westmore.	
<i>North district</i>	B. E. Stover, North Stratford, N. H.	<i>Central district</i>	Clayton L. Erwin, Barton.
Canaan, Brighon, Norton, Lemington, Bloomfield, Brunswick.		Barton I., Orleans I., Barton T., Glover, Albany.	
<i>South district</i>		<i>South district</i>	Clarence L. Cowles, Craftsbury.
Lunenburg, Concord, Victory, Granby, Guildhall, Maldstone.		Hardwick I., Hardwick T., Stanard, Craftsbury, Greensboro.	
		<i>West district</i>	B. A. Colby, North Troy.
		North Troy, Troy, Jay, Westfield, Lowell.	
		Rutland County:	
		<i>North district</i>	M. A. Sturtevant, Brandon.
		Brandon I., Brandon T., Hubbardton, Sudbury, Whiting, Leicester, Goshen.	

¹ For other superintendents of Vermont see p. 89.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Supervision district.	District superintendent.	Supervision district.	District superintendent.
VERMONT—continued.		VERMONT—continued.	
Rutland County—Con.		Windham County—Con.	
<i>Northeast district</i>	William A. Beebe, Proctor.	<i>Central district</i>	George B. Whitney, Townshend.
Proctor, Chittenden, Pittsford, Rutland T.		Newtown, Townshend, Dover,	
<i>Central district</i>	Philip R. Leavenworth, Castleton.	Wardsboro, Grafton, Athens, Brookline, Stratton.	
Castleton, West Rutland, Ira, Fair Haven T., West Haven.		<i>East district</i>	Ethel A. Eddy, West Brattleboro.
<i>West district</i>	Willie H. Hosmer, Fair Haven.	Brattleboro T., Dummerston, Putney, Westminster.	
Poultney, Fair Haven I., Wells, Middletown Springs.		<i>Southeast district</i>	Harold E. Moffitt, West Brattleboro.
<i>Southeast district</i>	E. L. Eddy, Wallingford.	Halifax, Guilford, Vernon, Marlboro.	
Wallingford, Mendon, Clarendon, Timmouth, Danby, Mt. Tabor.		<i>Southeast district</i>	Frank E. Sawyer, Readsboro.
Wilmington, Mendon, Clarendon, Timmouth, Danby, Mt. Tabor.		Wilmington, Readsboro, Stamford, Somerset, Searsburg.	
Washington County:		Windsor County:	
<i>Northeast district</i>	Joseph W. Butterfield, North Montpelier.	<i>North district</i>	V. K. Brackett South Royalton.
Cabot, Calais, Woodbury, Marshfield.		Bethel T., Bethel T., Royalton, Tunbridge.	
<i>Central district</i>	Walter B. Lance, Plainfield.	<i>Central district</i>	Everett V. Perkins, Woodstock.
East Montpelier, Plainfield, Worcester, Middlesex, Moretown.		Woodstock, Bridgewater, Barnard, Pomfret.	
<i>South district</i>	J. Allen Hunter, Northfield.	<i>East district</i>	George L. Spaulding, Windsor.
Northfield I., Northfield T., Roxbury, Berlin.		Windsor, Hartland, West Windsor, Reading.	
<i>West district</i>	M. W. Chaffee, Waterbury.	<i>South district</i>	Percy H. Blake, Chester.
Waterbury, Duxbury, Fayston, Warren, Waitsfield.		Chester, Weathersfield, Cavendish, Duttonsville I., Baltimore, Andover.	
<i>Barre Town district</i>	George J. Seager, South Barre.	<i>West district</i>	L. M. Darling, Ludlow.
Barre Town.		Ludlow, Plymouth, Mt. Holly, Shrewsbury.	
Windham County:		<i>Northeast district</i>	Samuel H. Erskine, Rochester.
<i>Northeast district</i>	A. D. Wiggin, South Londonderry.	Rochester I., Rochester T., Hancock, Granville, Pittsfield, Sherburne, Stockbridge.	
Londonderry, Weston, Winhall, Peru, Landgrove, Jamaica, Windham.			

Division. ¹	Division superintendent.	Division. ¹	Division superintendent.
VIRGINIA.		VIRGINIA—contd.	
Accomac.....	G. G. Joynes, Onancock.	Charlotte.....	F. H. Hall, Drakes Branch.
Albemarle.....	H. M. McManaway, Charlottesville.	Chesterfield.....	Philip M. Tyler, Chester.
Alexandria.....	Fletcher Kemp, Rosslyn.	Clarke.....	L. D. Cline, Stephens City.
Allophany.....	J. G. Jeter, Covington.	Craig.....	J. G. Jeter, Covington.
Amelia.....	W. R. Wrigglesworth, Blackstone.	Culpeper.....	T. W. Hendricks, Culpeper.
Amherst.....	C. L. Scott, Amherst.	Cumberland.....	C. W. Dickinson, Jr., Cartersville.
Appomattox.....	N. R. Featherston, Vera.	Dickenson.....	M. W. Remines, Clintwood.
Augusta.....	F. M. Somerville, Staunton.	Dinwiddie.....	G. B. Zehner, McKenney.
Bath.....	R. F. D. 6.	Elizabeth City.....	John M. Willis, Hampton.
Bedford.....	J. E. Dobbins, Millboro.	Essex.....	W. G. Rennolds, Center Cross.
Bland.....	C. M. Abbot, Bellevue.	Fairfax.....	M. D. Hall, Burke.
Botetourt.....	Frank L. Dunn, Bland.	Fauquier.....	E. Albert Smith, Warrenton.
Brunswick.....	E. A. Painter, Fincastle.	Floyd.....	Isaac L. Epperly, Floyd.
Buchanan.....	R. Lee Chambliss, Rawlings.	Fluvanna.....	T. H. Shepherd, Wilmington.
Buckingham.....	M. L. Combs, Grundy.	Franklin.....	W. D. Rucker, Rocky Mount.
Campbell.....	John A. Twyman, Wingina.	Frederick.....	L. D. Cline, Stephens City.
Caroline.....	M. F. D.	Giles.....	R. H. Farrier, Newport.
Carroll.....	W. L. Garbee, Lawyers.	Gloucester.....	R. A. Folkes, Gloucester.
Charles City.....	John Washington, Milford.	Goochland.....	C. W. Dickinson, Jr., Cartersville.
	J. Lee Cox, Woodlawn.	Grayson.....	G. F. Carr, Galax.
	A. C. Cooper, Toano.	Greene.....	J. N. Miller, Haywood.

¹ Eighty divisions are coterminous with single counties and ten divisions comprise two counties each.

XII.—COUNTY AND OTHER LOCAL SUPERINTENDENTS OF SCHOOLS—Continued.

Division.	Division superintendent.	Division.	Division superintendent.
VIRGINIA—contd.		VIRGINIA—contd.	
Greensville.....	Henry Maclin, North Emporia.	Patrick.....	J. Fay Reynolds, Stuart.
Halifax.....	H. J. Watkins, South Boston.	Pittsylvania.....	O. P. Ramsey, Chatham.
Hanover.....	J. Walton Hall, Ashland.	Powhatan.....	P. W. Reynolds, Powhatan.
Henrico.....	William L. Prince, Richmond, Henrico Court House.	Prince Edward.....	P. T. Atkinson, Hampden-Sidney.
Henry.....	W. B. Gates, Martinsville.	Prince George.....	A. B. Bristow, Hopewell.
Highland.....	R. E. Maury, Hightown.	Princess Anne.....	O. B. Mears, Norfolk, R. F. D. 2.
Isle of Wight.....	Gavin Bawls, Carrsville.	Prince William.....	Chas. R. McDonald, Gainesville.
James City.....	A. C. Cooper, Toano.		E. L. Darst, Dublin.
King and Queen.....	W. G. Rennolds, Center Cross.		H. D. Hite, Front Royal.
King George.....	James Ashby, Falmouth.		Blake T. Newton, Hague.
King William.....	H. Ragland Eubank, Etta Mills.		R. E. Cook, Salem.
Lancaster.....	Frank W. Lewis, Morattico.		E. K. Paxton, Lexington.
Lee.....	W. A. Wyal, Jonesville.		J. C. Myers, Harrisonburg.
Loudoun.....	O. L. Emerick, Purcellville.		H. W. Fugate, Lebanon.
Louisa.....	Frank T. West, Louisa.		C. D. Smith, Gate City.
Lunenburg.....	I. T. Wilkinson, Kenbridge.		W. V. Shoemaker, Woodstock.
Madison.....	J. N. Miller, Haywood.		B. E. Copenhaver, Marion.
Mathews.....	G. G. Anderson, Saluda.		G. L. H. Johnson, Franklin.
Mecklenburg.....	F. C. Bedinger, Boydton.		J. H. Chiles, Fredericksburg.
Middlesex.....	G. G. Anderson, Saluda.		James Ashby, Falmouth.
Montgomery.....	J. B. Lucas, Blacksburg.		L. N. Savadge, Alliance.
Nansemond.....	P. B. Blandford, Driver.		A. B. Bristow, Hopewell.
Nelson.....	B. M. Wallis, Schuyler.		A. S. Greever, Tazewell.
New Kent.....	A. C. Cooper, Toano.		H. D. Hite, Front Royal.
Norfolk.....	James Hurst, Norfolk.		A. J. Renforth, Grafton.
Northampton.....	E. G. Tankard, Nassawadox.		W. J. Edmondson, Lodi.
Northumberland.....	W. W. Lewis, Morattico.		Blake T. Newton, Hague.
Nottoway.....	F. R. Wrigglesworth, Blackstone.		J. J. Kelly, jr., Wise.
Orange.....	C. P. Cowherd, Gordonsville.		J. A. C. Hurt, Wytheville.
Page.....	John H. Booton, Luray.		A. J. Renforth, Grafton.

County.	County superintendent.	County.	County superintendent.
WASHINGTON.		WASHINGTON—CON.	
Adams.....	Elizabeth M. Meyer, Ritzville.	Snohomish.....	W. F. Martin, Everett.
Asotin.....	C. B. Thornton, Asotin.	Spokane.....	Jean S. Donaldson, Spokane.
Benton.....	Mrs. Loma M. Crawford, Prosser.	Stevens.....	Elizabeth Stannard, Colville.
Chelan.....	E. C. Bowersox, Wenatchee.	Thurston.....	O. C. Goss, Olympia.
Clallam.....	Robt. A. Gilmore, Port Angeles.	Wahkiakum.....	Mrs. Maud K. Butler, Cathlamet.
Clarke.....	W. E. Dudley, Vancouver.	Walla Walla.....	Mary Gilliam, Walla Walla.
Columbia.....	W. W. Hen Iron, Dayton.	Whatcom.....	Ethel Everett, Bellingham.
Cowlitz.....	Lucia Jenkins, Kalama.	Whitman.....	S. F. Shinkle, Colfax.
Douglas.....	J. K. Thornton, Waterville.	Yakima.....	Mrs. Anna R. Nichols, North Yakima.
Ferry.....	E. D. Hougland, Republic.		
Franklin.....	E. M. Dorsey, Pasco.	WEST VIRGINIA.	
Garfield.....	Belva L. Ball, Pomeroy.	Barbour.....	E. A. Hunt, Bellington.
Grant.....	R. L. Blackburn, Ephrata.	Berkeley.....	Chas. W. Crowell, Hedgenville.
Grays Harbor.....	T. W. Bibb, Montesano.		
Island.....	Mrs. Evelyn Spencer, Coupeville.	Boone.....	W. W. Nelson, Turtle Creek.
Jefferson.....	Elva S. Edwards, Port Townsend.	Braxton.....	J. H. Hutchison, Sutton.
King.....	A. S. Burrows, Seattle.	Brooke.....	T. A. Burton, Wellsburg.
Kitsap.....	H. W. Elliott, Port Orchard.	Cabell.....	Edward Mays, Huntington.
Kittitas.....	S. A. Bartlett, Ellensburg.	Calhoun.....	A. E. Weaver, Grantsville.
Klickitat.....	Mabel H. Hinshaw, Goldendale.	Clay.....	Roscoe Mullins, Clay.
Lewis.....	A. C. Canterbury, Chehalis.	Doddridge.....	L. L. Sadler, West Union.
Lincoln.....	J. R. Ward, Davenport.	Fayette.....	J. W. Cavenish, Fayetteville.
Mason.....	Mrs. Mary M. Knight, Shelton.	Gilmer.....	J. E. Hays, Glenville.
Okanogan.....	Georgian Donald, Okanogan.	Grant.....	H. F. Groves, Petersburg.
Pacific.....	Edith Soper, South Bend.	Greenbrier.....	W. F. Richardson, Lewisburg.
Peni Oreille.....	Mrs. Mamie Johnson, Newport.	Hampshire.....	Arthur Stonaker, Dillons Run.
Pierce.....	H. R. Cox, Tacoma.	Hancock.....	H. O. Miller, New Cumberland.
San Juan.....	Carrie M. Busby, Friday Harbor.	Hardy.....	E. A. Hawse, Baker.
Skagit.....	Mabel Graham, Mount Vernon.	Harrison.....	Carl S. Lawson, Clarksburg.
Skamania.....	W. G. Detwiler, Stevenson.	Jackson.....	P. H. Rardin, Ripley.
		Jefferson.....	James Grantham, Kearneysville, R. No. 1.
		Kanawha.....	Geo. W. Jenkins, jr., Charleston.
		Lewis.....	Ellis L. Smith, Weston.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS.¹

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
ALABAMA.			ARKANSAS—contd.		
Alabama City.....	4,313	J. T. Roberts.	North Little Rock.....	11,133	James W. Ramsey.
Albany.....	6,118	Mrs. Kimball B. Jones.	Paragould.....	5,243	Junius Jordan.
Anniston.....	12,794	D. R. Murphey.	Pine Bluff.....	15,102	C. M. Hirst.
Attalla.....	2,513	Alice Coleman.	Prescott.....	2,705	M. O. Alcorn.
Bessemer.....	10,864	L. L. Vann.	Rogers.....	2,820	W. F. Hall.
Birmingham.....	132,685	J. H. Phillips.	Russellville.....	2,936	John G. Rossman.
Decatur.....	4,228	J. Floyd Collins.	Stuttgart.....	2,740	Ury McKenzie.
Dothan.....	7,016	P. W. Hodges.	Texarkana.....	5,655	D. M. Riggins.
Eufaula.....	4,259	H. L. Upshaw.	Van Buren.....	3,878	
Florence.....	6,689	F. T. Appleby.			
Gadsden.....	10,557	W. C. Griggs.	CALIFORNIA.		
Girard.....	4,214	W. S. Leatherwood.	Alameda.....	23,383	C. J. Du Four.
Greenville.....	3,377	S. S. Murphy.	Alhambra.....	5,021	Charles E. Barber.
Huntsville.....	7,611	W. R. Harrison.	Anaheim.....	2,628	J. L. Van Derveer.
Jasper.....	2,509	S. O. White.	Bakersfield.....	12,727	H. M. Shafer.
Lanett.....	3,820	J. C. McAuley.	Berkeley.....	40,434	H. B. Wilson.
Mobile.....	51,521	Arthur F. Harman.	Chico.....	3,750	C. H. Camper.
Montgomery.....	38,438	L. E. Creel.	Coalinga.....	4,199	C. L. Geer.
Opelika.....	4,734	D. A. McNeill.	Colton.....	3,980	G. H. Jantzen.
Phoenix.....	4,555	John R. McLure.	Corona.....	3,540	Irving O. Bragg.
Selma.....	13,649	James H. Foster.	Emeryville.....	2,613	D. B. Lacy.
Sheffield.....	4,865	Mr. Hollinsworth.	Eureka.....	11,845	George B. Albee.
Talladega.....	5,854	E. S. Pugh.	Fresno.....	24,892	Jerome O. Cross.
Troy.....	4,407		Glendale.....	2,746	R. D. White.
Tuscaloosa.....	8,407		Grass Valley.....	4,520	James S. Hennessy.
Tusculumbia.....	3,324		Hanford.....	4,829	J. E. Meadows.
Tuskegee.....	2,803		Hayward.....	2,746	Eugene M. Knight.
Union Springs.....	4,055		Lodi.....	2,697	R. J. Custer.
			Long Beach.....	17,809	W. L. Stephens.
ALASKA.			Los Angeles.....	319,198	Albert Shiels.
Anchorage.....	3,480	T. R. McAnally.	Marysville.....	5,430	Jennie Malaley.
Douglas.....		Floy Tracy.	Merced.....	3,102	C. S. Clark.
Fairbanks.....	3,541		Mill Valley.....	2,651	G. G. Hurt.
Juneau.....	5,000	F. F. Sparks.	Modesto.....	4,034	W. E. Faught.
Ketchikan.....		W. A. Knox.	Monrovia.....	3,576	A. R. Clifton.
Nome.....	2,000	O. W. Baird.	Monterey.....	4,923	J. H. Graves.
Valdez.....	2,500	F. G. Davis.	Napa.....	5,791	J. L. Shearer.
			Nevada City.....	2,689	F. E. Tuck.
ARIZONA.			Oakland.....	150,174	Fred M. Hunter.
Bisbee.....	9,019	C. F. Philbrook.	Ontario.....	4,274	J. W. Groves.
Clifton.....	4,874	W. D. Baker.	Orange.....	2,920	Charles E. Teach.
Douglas.....	6,437	Harold Steele.	Oroville.....	3,859	H. P. Short.
Globe.....	7,083	Walter P. Bland.	Oxnard.....	2,555	R. B. Haydock.
Morenci.....	5,010	W. E. Lutz.	Palo Alto.....	4,486	Walter H. Nichols.
Nogales.....	3,514	G. H. Madden.	Pasadena.....	30,291	J. M. Rhodes.
Phoenix.....	11,134	John D. Loper.	Petaluma.....	5,880	E. B. Dykes.
Prescott.....	5,092	S. H. Martin.	Pomona.....	10,267	G. Vernon Bennett.
Tucson.....	13,193	Fred A. Nims.	Porterville.....	2,696	W. A. Ferguson.
Yuma.....	2,914	C. W. McGraw.	Red Bluff.....	3,330	J. D. Sweeney.
			Redding.....	3,572	Mrs. C. Cunningham.
ARKANSAS.			Redlands.....	10,449	H. G. Clement.
Arkadelphia.....	2,745	W. J. Breit.	Redondo Beach.....	2,935	C. A. Langworthy.
Batesville.....	3,399	Sidney Pickens.	Richmond.....	6,802	Walter T. Helms.
Blytheville.....	3,849	Harvey Haley.	Riverside.....	15,212	A. N. Wheelock.
Camden.....	3,995	T. C. Abbott.	Roseville.....	2,608	H. A. Burch.
Conway.....	2,794	R. E. Womack.	Sacramento.....	44,696	Chas. C. Hughes.
Eldorado.....	4,202	Donald MacQueen.	Salinas.....	3,736	Philip Power.
Eureka Springs.....	3,228	C. S. Barnett.	San Bernardino.....	12,779	R. B. Stover.
Fayetteville.....	4,471	F. S. Root.	San Diego.....	95,578	Guy V. Whaley.
Fordey.....	2,794	G. R. Turrentine.	San Francisco.....	416,012	Alfred Roncovieri.
Fort Smith.....	23,975	Lee Byrne.	San Jose.....	28,946	Alexander Sherriffs.
Helena.....	8,772	E. B. Tucker.	San Leandro.....	3,471	Guy Smith.
Hope.....	3,639	D. L. Paisley.	San Luis Obispo.....	5,157	Arthur H. Mabley.
Hot Springs.....	14,434	O. L. Dunaway.	San Mateo.....	4,384	Geo. W. Hall.
Jonesboro.....	7,123	J. P. Womack.	San Rafael.....	5,934	Roger S. Phelps.
Little Rock.....	45,941	J. C. Hall.	Santa Ana.....	8,429	J. A. Cranston.
Malvern.....	2,778	L. L. Pratt.	Santa Barbara.....	11,658	A. C. Olney.
Marianna.....	4,810	Fred L. MacChesney.	Santa Clara.....	4,348	W. J. Haywood.
Mena.....	3,953	Mrs. T. A. Farke.	Santa Cruz.....	11,146	J. W. Linscott.
Newport.....	3,557	Edgar Williams.	Santa Monica.....	7,847	H. M. Rebek.
			Santa Rosa.....	7,817	T. F. Browncombe.
			South Pasadena.....	4,649	George C. Bush.
			Stockton.....	23,253	Ansel B. Williams.

¹ Superintendents, supervising principals, or principals, as the case may be, for cities, towns, and incorporated villages reported as of 2,500 population or over and classed as urban in the census of 1910.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
CALIFORNIA—con.			CONNECTICUT—con.		
Tulare.....	2,758	Will L. Frew.	Manchester:		
Vallejo.....	11,340	A. C. Barker.	Town schools.		
Ventura.....	2,945	Arthur L. Vincent.	District No. 9.	13,641	Alfred F. Howes.
Visalia.....	4,560	John E. Cuddeback.	Meriden.....	32,066	F. A. Verplanck.
Watsonville.....	4,446	T. S. MacQuiddy.	Middletown.....	20,749	David Gibbs.
Whittier.....	4,550	U. G. Durfee.	Milford.....	4,306	Edward B. Sellow.
Woodland.....	3,187	C. E. Dingle.	Montville.....	2,804	H. I. Mathewson.
COLORADO.			Naugatuck.....	12,722	Eldridge Smith.
Alamosa.....	3,013	G. W. Allen.	New Britain.....	43,916	Frank W. Eaton.
Boulder.....	9,539	Wm. V. Casey.	New Canaan.....	3,667	Stanley H. Holmes.
Canon City.....	5,162	Milo L. Whittaker.	New Haven.....	133,605	Henry W. Saxe.
Colorado City.....	4,333	E. C. Best.	New Haven (West- ville district).....		Frank H. Beede.
Colorado Springs.....	29,078	Roscoe C. Hill.	New London.....	19,659	W. F. H. Broeze.
Cripple Creek.....	6,206	Wilson M. Shafer.	New Milford.....	5,010	Charles B. Jennings.
Denver.....	213,381	Carlos M. Cole.	Newtown.....	3,012	John Pettibone.
Durango (District No. 9).....	4,686	Emery E. Smiley.	Norwalk.....	24,211	Leo T. Hickson.
Englewood.....	2,983	Chas. H. Hay.	Norwich.....	28,219	G. V. Buchanan.
Florence.....	2,712	N. R. Young.	Orange (P. O. West Haven).....	11,272	Edward J. Graham.
Fort Collins.....	8,210	Albert H. Dunn.	Plainfield.....	6,719	Edgar C. Stiles.
Fort Morgan.....	2,800	W. A. Franks.	Plainville.....	2,882	J. L. Chapman.
Grand Junction.....	7,754	R. E. Tope.	Plymouth (P. O. Torrville).....	5,021	Orrin Judd.
Greeley.....	8,179	G. E. Brown.	Portland.....	3,425	A. B. Gaylord.
La Junta.....	4,154	R. M. Tiley.	Putnam.....	7,280	James F. Connolly.
Lamar.....	2,977	J. E. Hersberger.	Ridgefield.....	3,118	Wm. L. MacDonald.
Leadville.....	7,508	Joseph H. Walton.			Charlotte J. Wake- man.
Longmont.....	4,266	Charles C. Casey.	Salisbury.....	3,522	W. M. Teague.
Loveland.....	3,651	R. W. Truscott.	Seymour.....	4,786	R. C. Clark.
Monte Vista.....	2,544	George R. Monnyer.	Shelton.....	6,545	Harry E. Fowler.
Montrose.....	3,254	William Mekher.	Simsbury.....	2,537	J. B. McLean.
Pueblo:			Southington.....	6,516	Ernest C. Witham.
District No. 1.....		J. W. McClinton.	Sprague.....	2,551	— Dillingham.
District No. 20.....	44,395	J. F. Keating.	Stafford.....	5,233	Anson B. Handy.
Rocky Ford.....	3,230	R. J. Walters.	Stamford.....	28,886	Frederick S. Camp.
Salida.....	4,425	Edgar Kesner.	Stonington.....	9,154	Wm. R. Snyder.
Sterling.....	3,044	J. A. Sesson.	Stratford.....	5,712	C. C. Thompson.
Trinidad.....	10,204	H. M. Corning.	Suffield.....	3,841	H. B. Chapman.
Victor.....	3,162	(See Cripple Creek.)	Thomaston.....	3,533	Ernest W. Small.
CONNECTICUT. ¹			Thompson.....	4,804	F. E. Harrington.
Ansonia.....	15,152	Richard T. Tobin.	Torrington.....	16,840	George J. Vogel.
Berlin.....	3,728	B. R. Showalter.	Vernon (P. O. Rockville).....	9,087	H. O. Clough.
Bethel.....	3,792	Frank A. Morris.	Wallington.....	11,165	John W. Kratzer.
Branford.....	6,047	Arthur L. Young.	Waterbury.....	73,141	Berlin W. Tinker.
Bridgeport.....	102,054	S. J. Slawson.	Waterford.....	3,097	Eldridge Smith.
Bristol.....	13,502	Karl A. Reiche.	Watertown.....	3,859	L. K. Chance.
Canton.....	2,732	W. H. Mandrey.	West Hartford.....	4,808	William H. Hall.
Danbury.....	23,502	G. I. Borst.	Westport.....	4,259	John A. Young.
Darien.....	3,946	James F. Williams.	Wethersfield.....	3,148	J. Allen Hunter.
Derby.....	8,991	John Lund.	Winchester (P. O. Winsted).....	8,679	Frank E. Fisk.
East Hartford.....	8,138	Edward H. Gum- bart.	Windham (P. O. Williamantic).....	12,604	Egbert A. Case.
East Windsor.....	3,362	Vinal H. Tibbetts.	Windsor.....	4,178	Daniel Howard.
Enfield.....	9,719	G. C. Bowman.	Windsor Locks.....	3,715	Leander Jackson.
Essex.....	2,745	C. H. Westbrook.	DELAWARE.		
Fairfield.....	6,134	William E. Smith.	Dover.....	3,720	C. W. W. Schantz.
Farmington.....	3,478	L. S. Mills.	Milford.....	2,003	Gilbert Nickel.
Glastonbury.....	4,796	Francis S. Knox.	New Castle.....	3,351	Reeda M. Stoops.
Greenwich.....	16,463	Edwin C. Andrews.	Wilmington.....	87,411	C. J. Scott.
Griswold.....	4,233	Frank H. P. Clem- ent.	DISTRICT OF COLUMBIA.		
Groton (P. O. Mystic).....	6,495	C. R. Heath. ²	Washington.....	331,069	Ernest L. Thurston.
Guilford.....	3,001	Charles E. Hicks.	FLORIDA. ³		
Hamden.....	5,850	Margaret L. Keefe.	Apalachicola.....	3,065	A. A. Core.
Hartford.....	98,915	Thomas S. Weaver.	Barrow.....	2,682	John A. Moore.
Huntington.....	6,545	(See Shelton.)			
Killingly (P. O. Dunclison).....	6,564	Horace F. Turner.			
Litchfield.....	3,005	Earl A. Childs.			

¹ For other Connecticut superintendents, see p. 45.² Secretary board of school visitors.³ The county superintendents of Florida supervise the city schools in their respective counties.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
FLORIDA—contd.			IDAHO—contd.		
Daytona.....	3,082	C. R. M. Sheppard,	Lewiston.....	6,043	Frank W. Simmonds.
De Land.....	2,812	De Land.	Moscow.....	3,670	J. H. Rich.
Fernandina.....	3,482	L. L. Owens.	Nampa.....	4,205	C. J. Brosman.
Gainesville.....	6,183	E. R. Simmons.	Pocatello.....	9,110	Walter R. Siders.
Jacksonville.....	57,606	F. A. Hathaway.	Sandpoint.....	2,993	A. Tyndall Park.
Key West.....	19,945	V. S. Love.	Twin Falls.....	5,258	Harold C. Blue.
Lake City.....	5,032	James R. Lites.	Wallace.....	3,000	C. D. Brock.
Lakeeland.....	3,719	John A. Moore, Bar- tow.	Weiser.....	2,600	D. C. Nelfert.
Live Oak.....	3,450	J. W. O'Hara.	ILLINOIS.		
Miami.....	8,471	R. E. Hall.	Alton.....	17,528	W. C. Reavis.
Ocala.....	4,370	J. H. Brinson.	Anna.....	2,809	Chas. A. Harper.
Orlando.....	3,994	A. B. Johnson.	Aurora:		
Palmata.....	3,779	C. H. Price.	East Side.....	29,807	C. M. Bardwell.
Pennacota.....	22,982	A. B. Edwards.	West Side.....		S. K. McDowell.
Quincy.....	3,204	C. H. Gray.	Averyville (P. O. Peoria).....	2,668	Harry E. Iler.
St. Augustine.....	5,494	D. D. Corbett.	Batavia.....	4,436	H. C. Storm.
St. Petersburg.....	4,127	D. M. Hollins.	Beardstown.....	6,107	H. G. Russell.
Sanford.....	3,570	T. W. Lawton.	Belleville.....	21,122	O. F. Weber.
Tallahassee.....	5,018	F. S. Hartsfield.	Belvidere.....	7,253	J. W. Browning.
Tampa.....	37,782	J. E. Knight.	Benton.....	2,675	Ralph W. Jackson.
GEORGIA.			Berwyn.....	5,841	Eugene A. Wilson.
Albany.....	8,190	R. E. Brooks.	Bloomington.....	25,768	J. K. Stableton.
Americus.....	8,063	J. E. Mathis.	Blue Island.....	8,043	J. E. Lemon.
Athens.....	14,913	Glenn G. Bond.	Bridgeport.....	2,703	J. A. Egelhoff.
Atlanta.....	154,839	C. S. Culver, acting.	Bushnell.....	2,619	W. T. Everett.
Augusta.....	41,040	Lawton B. Evans.	Cairo.....	14,548	Taylor C. Clendenen.
Bainbridge.....	4,217	E. G. Elean.	Canton.....	10,453	G. W. Gayler.
Barnesville.....	2,068	E. T. Holmes.	Carbondale.....	5,411	A. R. Boone.
Brunswick.....	10,182	N. H. Ballard.	Carlinville.....	3,616	H. J. Blue.
Carrollton.....	3,287	H. H. Adams.	Carroll.....	2,833	Joseph Gersbacher.
Cartersville.....	4,087	H. L. Sewell.	Cartersville.....	2,971	O. A. Towns.
Cedartown.....	3,551	J. E. Furks.	Centralia.....	9,680	S. H. Bohn.
Columbus.....	20,554	R. B. Daniel.	Champaign.....	12,421	W. W. Earnest.
Cordele.....	5,883	H. B. Nicholson.	Charleston.....	5,884	DeWitt Elwood.
Covington.....	2,697	H. B. Robertson.	Chester.....	2,747	C. O. Todd.
Cuthbert.....	3,210	H. C. Weir.	Chicago.....	2,185,283	Peter A. Mortenson.
Dalton.....	5,324	J. H. Watson.	Chicago Heights.....	14,525	Floyd T. Goodier.
Dawson.....	3,827	J. C. Dukes.	Cicero.....	14,557	W. W. Lewton.
Douglas.....	3,550	W. A. Little.	Clinton.....	5,165	H. H. Edmunds.
Dublin.....	5,759	Paul J. King.	Coal City.....	2,667	Barbara Vollmer.
East Point.....	3,682	J. R. Campbell.	Collinsville.....	7,478	C. H. Dorris.
Elberton.....	6,483	W. A. Anderson.	Danville.....	27,871	Gilbert P. Randle.
Fitzgerald.....	5,795	J. E. Ricketson.	Decatur.....	31,140	James O. Engleman.
Fort Valley.....	2,697	Ralph O. Newton.	De Kalb.....	8,102	F. R. Ritzman.
Gainesville.....	5,925	J. A. Mershon.	Dixon:		
Griffin.....	7,478	J. A. Jones.	North Side.....	7,216	H. H. Hagan.
Hawkinsville.....	3,420	J. F. Lambert.	South Side.....		J. H. Light.
La Grange.....	5,587	F. F. Rowe.	Downers Grove.....	2,601	George C. Butler.
Macon.....	40,665	C. H. Bruce.	Dundee.....	5,100	Osher Schlafer.
Marietta.....	5,940	W. T. Dumas.	Duquoin.....	5,454	R. B. Templeton.
Milledgeville.....	4,385	J. H. Marshburn.	East Moline.....	2,665	D. B. Hoffman.
Monroe.....	3,020	Charles F. Fawcett.	East St. Louis.....	58,547	D. Walter Potts.
Moultrie.....	3,349	J. Harold Saxon.	Edwardsville.....	5,014	C. F. Ford.
Newnan.....	5,548	B. F. Pickett.	Effingham.....	3,998	Francis M. Ingler.
Quitman.....	3,915	H. D. Knowles.	Eldorado.....	3,366	James Lyon.
Rome.....	12,099	Walter P. Jones.	Elgin.....	25,976	Robert I. White.
Sandersville.....	2,641	C. B. Quillian.	Evanson:		
Savannah.....	65,064	Carleton B. Gibson.	District No. 75.....	24,978	F. W. Nichols.
Statesboro.....	2,529	R. M. Monts.	District No. 76.....		E. W. Powers.
Summerville.....	4,361	C. L. Kemper.	Fairbury.....	2,505	Henry Buellsheld.
Thomasville.....	6,727	B. B. Broughton.	Forest Park.....	6,594	S. E. Raines.
Toccoa.....	3,120	J. I. Allman.	Freeport.....	17,567	Katherine H. Obye.
Valdosta.....	7,656	W. O. Roberts.	Galena.....	4,835	T. W. Callihan.
Washington.....	3,065	J. W. Mosley.	Galesburg.....	22,069	John C. Reeder.
Waycross.....	14,485	A. G. Miller.	Geneseo.....	3,199	L. P. Frohardt.
Waynesboro.....	2,729	Jack Lance.	Granite City.....	9,903	E. W. Martin.
IDAHO.			Greenville.....	3,178	T. O. Elliott.
Boise.....	17,356	C. E. Rose.	Harrisburg.....	5,309	Chas. O. Haskell.
Caldwell.....	8,543	H. H. Clifford.	Harvard.....	3,008	F. L. Miller.
Coeur d'Alene.....	7,791	J. V. Buck.	Harvey.....	7,227	T. E. Savage.
Idaho Falls.....	4,827	Theo. B. Shank.	Havana.....	3,525	Ray V. Jones.
			Herrin.....	6,861	C. L. De
			Highland.....	2,675	

XII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Popula- tion, census of 1910.	Superintendent or su- pervising principal.	City.	Popula- tion, census of 1910.	Superintendent or su- pervising principal.
ILLINOIS—contd.			ILLINOIS—contd.		
Highland Park:			Taylorville.....	5,446	Edgar S. Jones.
District No. 107.		Jesse L. Smith.	Urbana.....	8,254	A. P. Johnson.
District No. 108.	4,209	Clark G. Wright.	Vandalia.....	2,974	O. C. Bailey.
Hillsboro.....	3,424	H. J. Beckemeyer.	Venice.....	3,718	S. J. McComis.
Hoopeston.....	4,698	William R. Lowery.	Virden.....	4,000	Clyde Stone.
Jacksonville.....	15,256	H. A. Perrin.	Waukegan.....	16,089	John S. Clark.
Jerseyville.....	4,113	D. R. Henry.	West Hammond..	4,948	Otis W. Glamore.
Johnston City.....	3,248	C. J. Ramsay.	Westville.....	2,607	Sherman Cass.
Joliet.....	24,670	R. O. Stoops.	Wheaton.....	3,423	J. B. Russell.
Kankakee.....	13,986	Franklin N. Tracy.	Whitehall.....	2,854	Robert G. Smith.
Kewanee.....	9,307	W. R. Curtis.	Wilmette.....	4,943	J. R. Harper.
La Grange.....	5,282	A. S. Anderson.	Winnetka.....	3,168	E. N. Rhodes.
Lake Forest.....	3,349	J. E. Baggett.	Woodstock.....	4,331	R. W. Bardwell.
La Salle.....	11,537	J. B. McManus.	Zion City.....	4,789	Joseph L. Bishop.
Lawrenceville.....	3,235	E. F. Grounds.			
Lincoln.....	10,892	W. J. Hawkes.	INDIANA.		
Litchfield.....	5,971	D. H. Wells.	Alexandria.....	5,096	F. W. Stoler.
Lockport.....	2,555	R. L. Spires.	Anderson.....	22,476	W. A. Denny.
Macomb.....	5,774	J. I. Lynch.	Angola.....	2,610	Heyman B. Allman.
Madison.....	5,046	Henry S. Stice.	Attica.....	3,335	Wm. F. Mullinix.
Marion.....	7,093	B. F. Parr.	Auburn.....	3,919	G. W. Youngblood.
Marshall.....	3,291	M. R. Grigsby.	Aurora.....	4,410	J. R. Houston.
Marshall.....	2,599	H. F. Slusser.	Bedford.....	8,716	E. W. Montgomery.
Mattoon.....	11,456	J. F. Wiley.	Bicknell.....	2,794	Wm. W. Carter.
Maywood (Dis- trict No. 89).	8,033	Eugene La Rowe.	Bloomington.....	8,838	E. E. Ramsey.
Melrose Park.....	4,806	K. M. Snapp.	Bluffton.....	4,987	P. A. Allen.
Mendota.....	3,806	C. A. McGinnis.	Boonville.....	3,934	W. F. Vogel.
Metropolis.....	4,655	Lewis A. Mahoney.	Brazil.....	9,340	Chas. P. Keller.
Moline.....	24,199	L. L. Caldwell.	Clarksville (P. O. Jeffersonville).	2,743	Chas. P. Crone.
Monmouth.....	9,128	E. D. Martin.	Clinton.....	6,229	Geo. W. McReynold.
Morris.....	4,563	Mary Roberson.	Columbia City.....	3,448	C. E. Spaulding.
Mound City.....	2,837	A. F. Lyle.	Columbus.....	8,813	Donald Du Shane.
Mount Carmel.....	6,934	Leonodus Harr.	Connersville.....	7,738	Edwin L. Rickert.
Mount Olive.....	3,501	William Miner.	Crawfordsville.....	9,371	L. N. Hines.
Mount Vernon.....	8,007	S. J. Shomaker.	Crown Point.....	2,526	M. Geiser.
Murphysboro.....	7,485	O. A. Waterman.	Decatur.....	4,471	M. F. Worthmann.
Naperville.....	3,449	Chester F. Miller.	Dunkirk.....	3,031	Harry L. Nixon.
Normal.....	4,024	F. E. Deyoe.	East Chicago.....	19,098	Edwin N. Canine.
North Chicago.....	3,306	William J. Hamilton.	Elkhart.....	19,282	J. A. Wiggers.
Oak Park.....	19,444	N. M. Mason.	Elwood.....	11,028	Arthur W. Konold.
Oglesby.....	3,194	H. W. Hostettler.	Evansville.....	69,647	Louis P. Beneset.
Olney.....	5,011	C. J. Byrne.	Fairmont.....	2,506	R. B. Duff.
Ottawa.....	9,535	J. Louis Hart.	Port Wayne.....	63,933	R. W. Himelick.
Pana.....	6,055	T. J. Beecher.	Frankfort.....	8,634	Lucian G. Hickman.
Paris.....	7,664	O. J. Balnum.	Franklin.....	4,502	J. C. Webb.
Paxton.....	2,912	Robert C. Smith.	Garrett.....	4,149	Ray C. Pellett.
Pekin.....	9,897	Alfred W. Beasley.	Gary.....	16,302	William A. Wirt.
Peoria.....	66,950	A. H. Karn.	Gas City.....	3,224	Norman J. Lasher.
Peru.....	7,984	J. B. Hendricks.	Goshen.....	8,514	James Wilkinson.
Petersburg.....	2,587	B. Q. Hoskinson.	Greencastle.....	3,790	Edwin C. Dodson.
Pineknayville.....	2,722	G. J. Koons.	Greenfield.....	4,448	Frank Larrabee.
Pontiac.....	6,090	H. E. Waits.	Greensburg.....	5,420	E. C. Jerman.
Princeton.....	4,131	Charles M. Gill.	Hammond.....	20,925	C. M. McDaniel.
Quincy.....	36,587	Harry E. Green.	Hartford City.....	6,187	A. L. Frantz.
Robinson.....	3,863	H. A. Winner.	Huntington.....	10,272	Jesse M. Seudder.
Rochelle.....	2,732	Chas. Holsinger.	Indianapolis.....	233,650	Ellis U. Graft.
Rock Falls.....	2,657	Carroll R. Reed.	Jasonville.....	3,295	Jesse M. Todd.
Rockford.....	45,401	E. C. Fisher.	Jeffersonville.....	10,412	Emmett Taylor.
Rock Island.....	24,335	B. F. Stalcup.	Kendallville.....	4,981	P. C. Emmons.
St. Charles.....	4,046	J. T. Dorris.	Kokomo.....	17,010	C. V. Haworth.
Salem.....	2,669	W. W. Woodbury.	La Fayette.....	20,081	Paul Van Riper.
Sandwich.....	2,557	C. H. Le Vitt.	Laporte.....	10,525	Jesse W. Riddle.
Savanna.....	3,691	William Harris.	Lawrenceburg.....	3,930	H. G. Brown.
Shelbyville.....	3,590	W. H. W. Wasson.	Lebanon.....	5,474	Slater Bartlow, Jr.
Sparta.....	3,081	I. M. Allen.	Linton.....	5,006	Albert H. Douglass.
Springfield.....	51,678	Irving Munson.	Logansport.....	19,500	Homer Long.
Spring Valley.....	7,035	W. E. Eccles.	Madison.....	6,934	A. E. Highley.
Staunton.....	5,048	Miss A. L. Hill.	Marion.....	19,359	A. L. Trester.
Sterling:		Clarence Selby.	Martinsville.....	4,529	L. W. Koeler.
District No. 8.	7,067	H. B. Fisher.	Michigan City.....	19,027	D. W. Horton.
District No. 11.		T. H. Finley.	Mishawaka.....	11,886	John H. Shipp.
Streator.....	14,253	O. E. Peterson.	Mitchell.....	3,438	L. E. Kelley.
Sullivan.....	2,621		Montpelier.....	2,786	W. S. Painter.
Sycamore.....	3,926		Mount Vernon.....	5,563	T. F. Fitzgibbon.
			Muncie.....	24,005	

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Popula- tion, census of 1910.	Superintendent or su- pervising principal.
INDIANA—contd.			IOWA—contd.		
New Albany.....	20,629	H. A. Buerk.	Marshalltown.....	13,374	A. Palmer.
Newcastle.....	9,446	E. J. Llewellyn.	Mason City.....	11,230	F. T. Vasey.
Noblesville.....	5,073	Alvin C. Payne.	Missouri Valley.....	3,187	M. C. Galpin.
North Vernon.....	2,915	G. M. Hopkins.	Mount Pleasant.....	3,874	C. W. Cruikshank.
Peru.....	10,910	E. B. Wetherow.	Muscatine.....	16,178	Ira H. McIntire.
Plymouth.....	3,838	Louis E. Steinbach.	Mystic.....	2,663	Chas. C. Foley.
Portland.....	5,130	Grant E. Derbyshire.	Newton.....	4,616	H. P. Smith.
Princeton.....	6,448	James W. Stott.	Oelwein.....	6,028	Silas W. Johnson.
Richmond.....	22,324	J. T. Gilles.	Oskaloosa.....	9,466	O. P. Flower.
Rochester.....	3,364	A. L. Whitmer.	Ottumwa.....	22,012	H. E. Blackmar.
Rushport.....	2,736	Charles E. Skinner.	Pella.....	3,021	F. M. Frush.
Rushville.....	4,925	J. H. Scholl.	Perry.....	4,630	H. W. Choeck.
Seymour.....	6,305	T. A. Mott.	Red Oak.....	4,830	J. R. Inman.
Shelbyville.....	9,500	J. W. Holton.	Sheldon.....	2,941	E. S. Sells.
South Bend.....	53,684	J. F. Nuner.	Shenandoah.....	4,976	C. F. Garrett.
Sullivan.....	4,115	C. N. Vance.	Sioux City.....	47,828	M. G. Clmrk.
Tell City.....	3,369	Christian Newman.	Spencer.....	3,005	J. R. McAnelly.
Terre Haute.....	58,157	C. J. Waits.	Valley Junction.....	2,573	J. S. Hofer.
Tipton.....	4,075	H. M. Dixon.	Vinton.....	3,336	K. D. Miller.
Union City.....	3,209	O. H. Greist.	Washington.....	4,308	C. J. Schmitt.
Valparaiso.....	6,987	C. W. Boucher.	Waterloo:		
Vincennes.....	14,805	J. W. Foreman.	East Side.....	26,693	C. W. Kline.
Wabash.....	8,687	Owen J. Neighbours.	West Side.....		A. T. Hukill.
Warsaw.....	4,430	James M. Lefell.	Waverly.....	3,205	W. H. Ray.
Washington.....	7,854	Ralph N. Tiroy.	Webster City.....	5,208	D. M. Kelly.
West Lafayette.....	3,867	F. A. Burtsfield.	Winterset.....	2,818	M. R. Hassel.
West Terre Haute.....	3,083	T. V. Pruitt.			
Whiting.....	6,587	J. H. Hoskinson.			
Winchester.....	4,266	Oscar R. Baker.			
IOWA.			KANSAS.		
Albia.....	4,969	Harry D. Kles.	Abilene.....	4,118	W. A. Stacey.
Algona.....	2,908	J. F. Overmyer.	Anthony.....	2,669	T. A. Edgerton.
Ames.....	4,223	E. J. Bodwell.	Arkansas City.....	7,508	C. E. St. John.
Anamosa.....	2,983	T. M. Cleverger.	Atchison.....	16,429	H. P. Steady.
Atlantic.....	4,560	A. L. Boyer.	Bekit.....	3,082	W. O. Steen.
Belle Plaine.....	3,121	George S. Wooten.	Caney.....	3,597	P. B. Humphry.
Boone.....	10,347	E. C. Meredith.	Chanute.....	2,502	John F. Hughes.
Burlington.....	24,324	W. L. Hanson.	Cherryvale.....	4,304	N. A. Baker.
Carroll.....	5,016	E. T. Housh.	Clay Center.....	3,438	Emil Kratochvil.
Cedar Falls.....	5,142	F. L. Mahannah.	Coileyville.....	12,687	Thomas Scott.
Cedar Rapids.....	32,811	J. J. McConnell.	Columbia.....	3,064	M. L. Catlett.
Centerville.....	6,936	H. M. Taylor.	Concordia.....	4,415	J. F. Edgerton.
Chariton.....	3,794	I. L. Guernsey.	Council Grove.....	2,545	J. J. Haney.
Charles City.....	5,892	Claude F. Brown.	Dodge City.....	3,214	R. E. Long.
Cherokee.....	4,884	F. W. Johansen.	Eldorado.....	3,129	J. W. Murphy.
Clarinda.....	8,832	Ernest L. Weaver.	Emporia.....	9,058	L. A. Lowther.
Clinton.....	25,577	Frank W. Hicks.	Fort Scott.....	10,463	H. D. Ramsey.
Colfax.....	2,524	S. A. Potts.	Frederia.....	3,040	A. I. Decker.
Council Bluffs.....	29,292	Theodore Saam.	Frontenac.....	3,396	H. L. Paslay.
Cresco.....	2,656	A. I. Tiss.	Galena.....	6,096	E. E. Stoncepher.
Creston.....	6,924	Adam Pickett.	Garden City.....	3,178	E. J. Dumond.
Davenport.....	43,028	Frank L. Smart.	Great Bend.....	4,622	A. L. Bell.
Decorah.....	3,592	Eva M. Fleming.	Herington.....	3,273	E. E. Mitchell.
Denison.....	3,133	C. E. Humphrey.	Hiawatha.....	2,974	George Pinney.
Des Moines.....	86,368	Z. C. Thornburg.	Holton.....	2,812	E. W. Learner.
Dubuque.....	38,494	James H. Harris.	Horton.....	3,600	Fred Thompson.
Eagle Grove.....	3,387	W. H. Fasold.	Humboldt.....	2,548	Chas. M. Hilleary.
Estherville.....	3,404	P. H. Sunderlin.	Hutchinson.....	16,364	J. O. Hall.
Fairfield.....	4,970	Arthur W. Crane.	Independence.....	10,480	C. S. Risdon.
Fort Dodge.....	15,543	L. H. Minkel.	Junction City.....	5,598	Charles Wagner.
Fort Madison.....	8,900	Las. W. Fish.	Kansas City.....	82,331	M. E. Pearson.
Glenwood.....	4,052	J. R. Nevelin.	Kingman.....	2,570	Guy H. Gorgard.
Grimmell.....	5,036	Eugene Henely.	Larned.....	2,911	R. V. Phinney.
Hampton.....	2,617	B. W. Tallman.	Lawrence.....	12,374	Raymond A. Kent.
Harlan.....	2,570	Mary J. Wyland.	Leavenworth.....	19,363	M. E. Moore.
Independence.....	3,517	T. J. Tormey.	McPherson.....	3,546	R. W. Potwin.
Indianola.....	3,283	O. E. Smith.	Manhattan.....	5,722	E. B. Gift.
Iowa City.....	10,091	O. F. Mead.	Neodesha.....	2,872	V. M. Liston.
Iowa Falls.....	2,797	L. S. Von Krog.	Newton.....	7,862	B. F. Martin.
Keokuk.....	14,008	William Aldrich.	Olathe.....	3,272	E. N. Hill.
Knoxville.....	3,190	J. M. Davis.	Oswatimie.....	4,046	C. A. Axton.
Le Mars.....	4,157	S. T. Nevelin.	Ottawa.....	7,651	A. F. Senter.
Manchester.....	2,758	J. S. Hillard.	Paola.....	3,207	Mabel Kent.
Maquoketa.....	3,570	B. S. Moyle.	Parsons.....	12,463	John F. Barnhill.
Marion.....	4,400	O. M. Carson.	Pittsburg.....	14,755	John F. Bender.
			Pratt.....	3,302	J. F. Reynolds.
			Rosedale.....	5,960	Armon P. Vaughn.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
KANSAS—contd.			LOUISIANA—con.		
Salina.....	9,688	W. S. Hausner.	Shreveport.....	28,015	C. E. Byrd.
Topeka.....	43,684	A. J. Stout.	Thibodaux.....	3,824	W. S. Lafargue.
Wellington.....	7,034	Gordon E. Bailey.	Winnfield.....	2,925	A. Leonard Allen.
Wichita.....	52,450	L. W. Mayberry.			
Winfield.....	6,700	J. W. Gowans.	MAINE. ¹		
KENTUCKY.			Auburn.....	15,064	H. H. Randall.
Ashland.....	8,688	J. W. Bradner.	Augusta.....	13,211	Herman H. Stuart.
Bellevue (P. O. Newport).....	6,683	J. W. Ireland.	Bangor.....	24,808	D. L. Wormwood.
Bowling Green.....	9,173	J. C. Cherry.	Bar Harbor.....	4,441	Frank McGonickrick.
Catlettsburg.....	3,520	T. O. Faulkner.	Bath.....	9,396	G. A. Stuart.
Central City.....	2,545	T. S. Williams.	Belfast.....	4,618	Edward E. Roderick.
Corbin.....	2,569	T. B. Chilton.	Biddeford.....	17,079	I. Z. Allen.
Covington.....	53,370	H. S. Cox.	Brewer.....	5,667	Fred W. Burrill.
Cynthiana.....	3,603	R. I. Cord.	Bridgton.....	2,660	F. E. Russell.
Danville.....	5,420	L. C. Bosley.	Brunswick.....	6,621	John H. Cone.
Dayton.....	6,979	L. N. Taylor.	Calais.....	6,116	W. H. Plimney.
Earlington.....	3,931	C. E. Dudley.	Camden.....	3,015	B. E. Packard.
Frankfort.....	10,465	H. C. McKee.	Caribou.....	5,377	C. A. Grant.
Franklin.....	3,063	E. B. Weathers.	Chelsea (P. O. Whitefield).....	3,216	Raymond C. Beale.
Fulton.....	2,575	J. C. Cheek.	Dexter.....	2,530	Jas. A. Hamlin.
Georgetown.....	4,533	L. G. Wesley.	East Livermore (P. O. Liver- more Falls).....	2,641	J. H. Carter.
Harrodsburg.....	3,147	J. G. Prather.	Eastport.....	4,961	W. H. Sturtevant.
Henderson.....	11,452	J. W. Welch.	Ellsworth.....	3,549	William H. Patten.
Hickman.....	2,736	J. M. Calvin.	Fairfield.....	4,436	H. E. Bowman.
Hopkinsville.....	9,419	T. C. Waller.	Farmington.....	3,210	Wm. B. Woodbury.
Lebanon.....	3,077	J. R. Sterrett.	Fort Fairfield.....	4,381	C. E. Glover.
Lexington.....	35,999	M. A. Cassidy.	Fort Kent.....	3,710	Joseph F. Cyr.
Louisville.....	223,028	O. L. Reid.	Gardiner.....	5,311	Leland A. Ross.
Ludlow.....	4,163	W. D. Reynolds.	Gorham.....	2,822	(See Westbrook.)
Madisonville.....	4,966	R. H. Gatten.	Hallowell.....	2,864	W. F. Packard.
Mayfield.....	5,916	G. A. Young.	Houlton.....	5,845	Thomas P. Packard.
Maysville.....	6,141	W. J. Caplinger.	Jay.....	2,987	Merton T. Goodrich.
Middlesboro.....	7,305	T. W. Oliver.	Kennebunk.....	3,099	Isaac H. Storer.
Morganfield.....	2,725	R. A. Edwards.	Kittery.....	3,533	(See York.)
Mount Sterling.....	3,932	W. O. Hopper.	Lewiston.....	26,247	C. W. Bickford.
Newport.....	30,309	W. P. King.	Lisbon (P. O. Lisbon Falls).....	4,116	A. Raymond Carter.
Nicholasville.....	2,935	H. L. Smith.	Lubec.....	3,363	Maynard E. Wright.
Owensboro.....	16,011	J. H. Risley.	Madison.....	3,379	L. W. Gerrish.
Paducah.....	22,760	Ralph Yakel.	Millinocket.....	3,368	W. M. Marr.
Paris.....	5,859	Lee Kirkpatrick.	Milo.....	2,556	F. L. Higgins.
Princeton.....	3,015	S. V. Medling.	Norway.....	3,032	True C. Morrill.
Richmond.....	5,340	D. W. Bridges.	Old Town.....	6,317	W. O. Chase.
Russellville.....	3,111	W. N. Shackelford.	Orono.....	3,555	(See Old Town.)
Shelbyville.....	3,412	J. T. Hazelrigg.	Paris.....	3,436	M. C. Joy.
Somerset.....	4,491	J. P. W. Brouse.	Pittsfield.....	2,891	Wm. E. Stuart.
Winchester.....	7,156	O. H. Harris.	Portland.....	58,571	Wm. D. Fuller.
LOUISIANA.			Presque Isle.....	5,179	(See Old Town.)
Abbeville.....	2,907	J. H. Williams.	Rockland.....	8,174	Roscoe L. West.
Alexandria.....	11,213	C. C. Henson.	Rumford.....	6,777	L. E. Williams.
Baton Rouge.....	14,897	P. H. Griffith.	Saco.....	6,583	T. T. Young.
Covington.....	2,601	A. J. Park.	Sanford.....	9,019	R. P. Mitchell.
Crowley.....	5,099	J. W. Mobley.	Skowhegan.....	5,341	L. W. Gerrish.
Donaldsonville.....	4,060	R. S. Vickers.	South Berwick.....	2,935	Wm. C. McCue.
Franklin.....	3,857	Charles Gott.	South Portland.....	7,471	S. M. Hamlin.
Hammond.....	2,942	W. J. Dunn.	Van Buren.....	3,065	C. L. O'Connell.
Houma.....	5,024	H. L. Bourgeois.	Waldoboro.....	2,656	V. V. Thompson.
Jennings.....	3,925	W. P. Arnette.	Waterville.....	11,458	Chas. N. Perkins.
Kentwood.....	3,609	Paul Weiss.	Westbrook.....	8,281	Richard J. Libby.
Lafayette.....	6,392	L. J. Alleman.	Winslow.....	2,709	George E. Paine.
Lake Charles.....	11,449	James N. Yeager.	York.....	2,802	Eugene S. Foster.
Minden.....	3,002	C. H. Young.			
Monroe.....	10,209	Ernest L. Neville.			
Morgan City.....	5,477	L. A. Law.	MARYLAND. ²		
Natchitoches.....	2,532		Annapolis.....	3,609	George Fox.
New Iberia.....	7,499		Baltimore.....	55,485	Charles J. Koch.
New Orleans.....	339,075	Jos. M. Gwinn.	Brunswick.....	3,721	G. L. Palmer, Pres- erick.
Opelousas.....	4,623	W. C. Perrault.	Cambridge.....	6,407	James B. Noble.
Patterson.....	2,998	P. C. Rogers, jr.	Chestertown.....	2,735	Edw. J. Clark.
Plaquemine.....	4,965	Hugh J. Smith.			
Ruston.....	3,377	H. L. Campbell.			

¹ For other Maine superintendents see p. 52.² The county superintendents of Maryland supervise the city schools in their respective counties. Baltimore City has a separate school organization.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Popula- tion, census of 1910.	Superintendent or su- pervising principal.	City.	Popula- tion, census of 1910.	Superintendent or su- pervising principal.
MARYLAND—CON.			MASSACHUSETTS— continued.		
Crisfield.....	3,468	W. H. Dashiell, Prin- cess Anne.	Hudson.....	6,743	C. S. Lyman.
Cumberland.....	21,839	Edw. F. Webb.	Ipswich.....	5,777	Joseph I. Horton.
Easton.....	3,063	Nicholas Orem.	Lawrence.....	85,892	Bernard M. Sheridan
Fredrick.....	10,411	G. Lloyd Palmer.	Lee.....	4,106	Clarence E. Michels.
Frostburg.....	6,028	Edw. F. Webb, Cum- berland.	Leicester.....	3,237	George B. Clarke.
Hagerstown.....	16,507	Chas. E. Dryden.	Lenox.....	3,060	C. A. Tucker.
Havre de Grace....	4,212	C. M. Wright, Bel Air.	Leominster.....	17,580	Wm. H. Perry.
Salisbury.....	6,680	J. M. Bennett.	Lexington.....	4,918	A. H. Carver.
Westport.....	2,702	Edw. F. Webb, Cum- berland.	Lowell.....	106,294	H. J. Molloy.
Westminster.....	3,295	M. S. H. Unger.	Ludlow.....	4,948	W. E. Gushee.
MASSACHUSETTS.¹			Lynn.....	89,336	Charles S. Jackson.
Abington.....	5,455	C. A. Record.	Malden.....	44,404	Farnsworth G. Mar- shall.
Adams.....	13,026	Francis A. Bagnall.	Manchester.....	2,673	John C. Mackin.
Agawam.....	3,501	W. E. Gushee.	Mansfield.....	5,183	Everett W. Robin- son.
Amesbury.....	9,894	Edmund K. Arnold.	Marblehead.....	7,338	L. Thomas Hopkins.
Amherst.....	5,112	J. D. Brooks.	Marlboro.....	14,579	Ernest P. Carr.
Andover.....	7,301	H. C. Sanborn.	Maynard.....	6,390	William H. Mulling- ton.
Arlington.....	11,187	George C. Minard.	Medfield.....	3,466	Albert S. Ames.
Athol.....	8,536	W. S. Ward.	Medford.....	23,150	Fred H. Nickerson.
Attleboro.....	16,215	L. A. Fales.	Medway.....	2,066	Carroll H. Drown.
Ayer.....	2,797	F. C. Johnson.	Melrose.....	15,715	John C. Anthony.
Barnstable.....	4,676	G. H. Galger.	Methuen.....	11,448	Edwin L. Haynes.
Barre.....	2,957	Albert S. Cole.	Middleboro.....	8,214	Charles H. Bates.
Belmont.....	5,542	George P. Armstrong.	Milford.....	13,055	Almorin O. Caswell
Beverly.....	18,050	S. H. Chace.	Milbury.....	4,740	C. C. Ferguson.
Billerica.....	2,789	E. C. Vining.	Milton.....	7,024	Herbert J. Chase.
Blackstone.....	5,648	Harry Gardner.	Monson.....	4,758	F. A. Wheeler.
Boston.....	670,585	Frank V. Thompson.	Montague.....	6,666	M. O. Edson.
Braintree.....	8,066	Clarence N. Flood.	Nantucket.....	2,662	E. S. Tirrell.
Bridgewater.....	7,688	C. A. Record.	Natick.....	9,666	Edgar L. Willard.
Brookton.....	56,873	John F. Scully.	Nedham.....	5,026	Nelson G. Howard.
Brookline.....	27,792	Geo. I. Aldrich.	New Bedford.....	96,052	Allen P. Keith.
Cambridge.....	104,839	Michael E. Fitzger- ald.	Newburyport.....	14,949	William C. Moore.
Canton.....	4,797	J. C. Davis.	Newton.....	39,806	Clydes G. Wheeler.
Chelmsford.....	5,010	Walter K. Putney.	North Adams.....	22,019	Burr J. Merriam.
Chelsea.....	32,452	Frank E. Parlin.	Northampton.....	19,431	F. K. Congdon.
Chicopee.....	25,401	John C. Gray.	North Andover.....	5,529	Dana P. Dame.
Clinton.....	13,075	Thomas F. Gibbons.	North Attleboro.....	9,662	G. W. Morris.
Cohasset.....	2,585	Stanley C. Lary.	Northbridge.....	8,807	S. A. Melcher.
Concord.....	6,421	Wells A. Hall.	North Brookfield.....	3,075	James Hayes.
Dalton.....	3,568	H. L. Allen.	Norton.....	2,544	Ira A. Jenkins.
Danvers.....	9,407	Frederic B. Knight.	Norwood.....	8,014	Austin H. Fliz.
Dartmouth.....	4,378	F. L. Kendall.	Orange.....	5,282	J. F. Allison.
Dedham.....	9,284	Roderick W. Hine.	Oxford.....	3,861	O. C. Ferguson.
Dracut.....	3,461	C. L. Randall.	Palmer.....	8,610	Clifton H. Hobson.
Dudley.....	4,267	W. F. Sims.	Peabody.....	15,721	Albert Robinson.
East Bridgewater.....	3,363	Edgar H. Grout.	Pepperell.....	2,553	A. R. Paull.
Easthampton.....	8,524	C. D. Miller.	Pittsfield.....	32,121	Clair G. Persons.
Easton.....	5,139	E. W. Wheeler.	Plymouth.....	12,141	Chas. A. Harris.
Everett.....	33,484	Fairfield Whittey.	Provincetown.....	4,869	Chas. M. Pennell.
Fair Haven.....	5,122	O. H. Toothaker.	Quincy.....	32,042	Albert L. Barbour.
Fall River.....	119,295	H. L. Bellis.	Randolph.....	4,801	(See Holbrook.)
Falmouth.....	3,144	Carl Holman.	Reading.....	5,818	Adelbert L. Safford.
Fitchburg.....	37,826	E. W. Robinson.	Revere.....	18,219	Geo. M. Bemis.
Foxboro.....	3,863	Ira A. Jenkins.	Rockland.....	6,028	Leon O. Merrill.
Framingham.....	12,948	Ernest W. Fellows.	Rockport.....	4,211	W. F. Eldredge.
Franklin.....	5,641	Arthur W. Hale.	Salem.....	43,097	William W. Andrew.
Gardner.....	14,699	Fordyce T. Reynolds.	Saugus.....	8,047	Jesse W. Lambert.
Gloucester.....	24,398	T. M. Haines.	Somerset.....	2,798	Fred C. Tenney.
Grafton.....	5,705	Geo. A. Coo.	Somerville.....	77,236	Charles S. Clark.
Great Barrington.....	5,926	Russell H. Bellows.	Southbridge.....	12,692	F. E. Corbin.
Greenfield.....	10,427	Winthrop P. Abbott.	South Hadley.....	4,894	F. E. Whittemore.
Hardwick.....	3,524	(See Barre.)	Spencer.....	6,740	John J. Howard.
Haverhill.....	44,115	Clarence H. DEMP- sey.	Springfield.....	88,928	James H. Van Sickle.
Hingham.....	4,965	O. K. Collins.	Stoneham.....	7,090	A. B. Webber.
Holbrook.....	2,816	James J. Quinn.	Stoughton.....	6,316	L. W. Robbins.
Holliston.....	2,711	Carroll H. Drown.	Sutton (P. O. Au- burn).	3,078	H. H. Pratt.
Holyoke.....	57,730	Francis McSherry.	Swampscott.....	6,204	Willard M. Whitman
			Taunton.....	34,259	Henry W. Harrub.
			Templeton.....	3,756	A. M. Jones.
			Tewkesbury.....	3,750	C. L. Randall.

¹ For other Massachusetts superintendents see pp. 54-66.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
MASSACHUSETTS— continued.			MICHIGAN—con.		
Uxbridge.....	4,671	C. L. Judkins.	Menominee.....	10,507	John L. Silvernala.
Wakefield.....	11,404	Willard B. Atwell.	Midland.....	2,527	J. B. Mott.
Walpole.....	4,892	Harrie J. Phipps.	Monroe.....	6,893	Dean S. Spencer.
Waltham.....	27,834	Chas. N. Perkins.	Mount Clemens.....	7,707	Arthur S. Hudson.
Ware.....	8,774	G. W. Cox.	Mount Pleasant.....	3,972	G. E. Ganiard.
Wareham.....	4,102	H. W. Knox.	Munising.....	2,952	E. L. Abell.
Warren.....	4,188	John Bacon.	Muskegon.....	24,062	Paul C. Stetson.
Watertown.....	12,875	Wilfred H. Price.	Negaunee.....	8,460	E. D. Denison.
Webster.....	11,509	Wm. F. Sims.	Niles.....	5,156	O. W. Haisley.
Wellesley.....	5,413	S. Monroe Graves.	Norway.....	4,974	C. J. Borchardt.
Westboro.....	5,446	Thos. S. Grindle.	Onaway.....	2,702	C. T. Milner.
Westfield.....	16,044	Chester D. Stiles.	Otsego.....	2,812	Charles R. Johnson.
Westford.....	2,851	Frank H. Hill.	Owosso.....	9,639	O. H. Voelker.
Westport.....	2,928	Edward L. Hill.	Petoskey.....	4,778	J. W. Kelder.
West Springfield.....	9,224	Carl Cotton.	Pontiac.....	14,532	G. L. Jenner.
Weymouth.....	12,895	Parker T. Pearson.	Port Huron.....	18,863	H. A. Davis.
Whitman.....	7,292	Elwood T. Wyman.	River Rouge.....	4,163	Alex McDonald.
Williamstown.....	3,708	W. G. Mitchell.	Saginaw:		
Winchendon.....	5,678	Albert J. Chudester.	East Side.....	50,510	W. W. Warner.
Winchester.....	9,309	John R. Fauser.	West Side.....		F. W. Arbury.
Wintthrop.....	10,132	Frank A. Douglas.	St. Clair.....	2,633	O. M. Misner.
Woburn.....	15,308	George I. Clapp.	St. Johns.....	3,154	Frank P. Buck.
Worcester.....	145,986	H. S. Gruver.	St. Joseph.....	5,936	E. P. Clarke.
MICHIGAN.			Sault Ste. Marie.....	12,615	George G. Malcolm.
Adrian.....	10,763	Carl H. Griffey.	South Haven.....	3,577	T. E. Hook.
Albion.....	5,833	L. W. Fast.	Sturgis.....	3,635	Carl N. Ferner.
Allegan.....	3,419	A. H. Robertson.	Three Rivers.....	5,072	F. W. Crawford.
Alma.....	2,737	A. F. Schultz.	Traverse City.....	12,115	G. H. Curtis. ¹
Alpena.....	12,700	Robert D. Ford.	Wyandotte.....	8,267	F. W. Frostie.
Ann Arbor.....	14,817	H. M. Slauson.	Ypsilanti.....	6,230	W. B. Arbaugh.
Battle Creek.....	25,267	W. G. Coburn.	MINNESOTA.		
Bay City.....	45,166	Frank A. Gause.	Albert Lea.....	6,192	C. C. Baker.
Belding.....	4,119	S. J. Skinner.	Alexandria.....	3,001	F. M. Yockey.
Benton Harbor.....	9,185	F. A. Jensen.	Anoka.....	3,972	F. H. Koos.
Bessemer.....	4,583	C. R. Cobb.	Austin.....	6,980	H. E. Wheeler.
Big Rapids.....	4,519	Don Harrington.	Bemidji.....	5,099	W. G. Bolcom.
Boyer City.....	5,218	A. G. Stead.	Brainerd.....	8,326	W. C. Cobb.
Cadillac.....	8,375	G. A. McGee.	Chisholm.....	7,694	J. P. Vaughan.
Calumet.....	32,845	E. J. Hall.	Cloquet.....	7,031	Peter Olesen.
Charlotte.....	4,886	Chas. H. Carrick.	Crookston.....	7,559	G. H. Sanberg.
Cheyboygan.....	6,859	T. L. Barr.	Detroit.....	2,807	John B. Hogen.
Coldwater.....	5,945	W. E. Johnson.	Duluth.....	78,466	Kremer J. Hoka.
Crystal Falls.....	3,775	W. D. Hill.	East Grand Forks.....	2,533	F. E. Lurton.
Detroit.....	465,786	Charles E. Chadsey.	Ely.....	3,572	H. E. White.
Dowagiac.....	5,088	A. F. Frazer.	Eveleth.....	7,036	C. H. Barnes.
East Jordan.....	2,516	George B. Crawford.	Fairmont.....	2,958	D. S. Brainerd.
Escanaba.....	13,194	F. E. King.	Faribault.....	9,001	Jno. Munroe.
Flint.....	38,559	A. N. Cody.	Fergus Falls.....	6,887	W. O. Lippitt.
Glackstone.....	4,211	E. J. Willman.	Hastings.....	3,063	Paul R. Spencer.
Grand Haven.....	5,856	Arthur Dondineau.	Hibbing.....	8,332	Claude C. Alexander.
Grand Ledge.....	2,893	Jonas Sawdon.	Lake City.....	3,142	C. W. Brown.
Grand Rapids.....	112,571	Wm. A. Greeson.	Little Falls.....	6,078	F. W. Dobbys.
Greenville.....	4,045	R. A. Shigley.	Luverne.....	2,540	H. C. Bell.
Hamtramck.....	3,559	E. G. Van Dev nter.	Mankato.....	10,365	F. J. Sperry.
Hancock.....	8,981	H. D. Lee.	Melrose.....	2,591	E. J. Sweeney.
Hastings.....	4,383	E. J. Lederle.	Minneapolis.....	301,406	Bennett B. Jackson.
Highland Park.....	4,120	T. J. Knapp.	Montevideo.....	3,056	J. J. Bohlander.
Hillsdale.....	5,001	S. J. Gier.	Moorhead.....	4,340	M. L. Jacobson.
Holland.....	10,490	E. E. Fell.	New Ulm.....	5,048	H. C. Hess.
Houghton.....	5,113	A. W. Goodale.	Northfield.....	3,365	M. P. Fobes.
Irona.....	5,030	A. A. Rather.	Owatonna.....	5,558	W. B. Thornburgh.
Iron Mountain.....	9,216	M. B. Travis.	Red Wing.....	9,048	O. W. Herr.
Ironwood.....	12,821	E. T. Duffield.	Richfield (P. O.).....	2,073	May H. Dills.
Ishpeming.....	12,448	C. L. Phelps.	Minneapolis.....		
Jackson.....	31,433	E. O. Marsh.	Rochester.....	7,844	H. A. Johnson.
Kalamazoo.....	39,437	Ellis H. Drake.	St. Cloud.....	10,600	Charles H. Maxson.
Lansing.....	31,229	J. W. Sexton.	St. Paul.....	214,744	S. O. Hartwell.
Lapeer.....	3,946	E. E. Irwin.	St. Peter.....	4,176	Emily Brown.
Ludington.....	9,132	R. H. McIntosh.	South St. Paul.....	4,510	D. E. Hickey.
Manistee.....	12,381	S. W. Baker.	Staples.....	2,558	C. E. Young.
Manistiquie.....	4,722	T. W. Clemon.	Stillwater.....	10,198	J. C. Davies.
Marine City.....	3,770	H. B. Thompson.	Thief River Falls.....	3,714	J. H. Hay.
Marquette.....	11,533	A. R. Watson.	Two Harbors.....	4,990	C. E. Campton.
Marshall.....	4,236	William E. Olds.	Virginia.....	10,473	P. P. Colgrove.
			Wabasha.....	2,622	L. U. Towle.

¹ Acting.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
MINNESOTA—CON.			MISSOURI—CON.		
Waseca.....	3,054	S. C. Huffman.	Louisiana.....	4,454	R. R. Rowley.
West Minneapolis.	3,022	R. J. Mayo.	Macon.....	3,584	S. E. Seaton.
West St. Paul.....	2,660	J. W. Klaker.	Maplewood.....	4,976	J. Richmond.
Willmar.....	4,135	G. A. Foster.	Marceline.....	3,920	John L. Carter.
Winona.....	18,583	J. V. Voorhees.	Marshall.....	4,869	W. M. Westbrook.
MISSISSIPPI.			Maryville.....	4,762	J. M. McDonald.
Aberdeen.....	3,708	C. P. Smith.	Mexico.....	5,939	L. B. Hawthorne.
Bay St. Louis.....	5,388	C. R. Talbert.	Moberly.....	10,923	E. M. Sipple.
Biloxi.....	8,049	Ned Kocher.	Monett.....	4,177	M. J. Hale.
Brookhaven.....	5,293	S. M. Byrd.	Neosho.....	3,661	Charles H. Baldwin.
Camden.....	3,929	W. H. Braden.	Nevada.....	7,176	J. C. Harman.
Carrolldale.....	4,079	H. B. Heidleburg.	Poplar Bluff.....	6,916	G. W. Beswick.
Collins.....	2,581	A. E. Miller.	Rich Hill.....	2,755	Roy D. Brown.
Columbus.....	8,889	J. C. Meadows.	Richmond.....	3,664	Arthur L. Dailey.
Corinth.....	5,020	M. E. Moffett.	St. Charles.....	2,437	Joseph Herring.
Greenville.....	9,610	E. E. Bass.	St. Joseph.....	77,403	Vernon G. Mays.
Greenwood.....	5,836	C. E. Sarniers.	St. Louis.....	687,026	John W. Withers.
Grenada.....	2,814	C. S. Bigham.	Sedalia.....	17,822	John P. Gass.
Gulfport.....	6,386	I. T. Gilmer.	Sikeston.....	3,327	Miles C. Thomas.
Hattiesburg.....	11,733	F. B. Woodley.	Slater.....	3,253	W. G. Pence.
Jackson.....	21,262	E. L. Bailey.	Springfield.....	35,201	W. W. Thomas.
Laurel.....	8,465	R. H. Watkins.	Trenton.....	5,656	Eugene S. Briggs.
McComb.....	6,237	W. C. Williams.	Warrensburg.....	4,689	Edward Beatty.
Meridian.....	23,285	D. C. Hull.	Washington.....	3,670	F. H. Hoff.
Moss Point.....	3,054	W. M. Alexander.	Webb City.....	11,817	C. A. Greene.
Natchez.....	11,791	J. H. Owings.	Webster Groves.....	7,080	Frank Hamsher.
Okolona.....	2,584	W. T. Garrett.	Wellston.....	7,312	Ernest F. Bush.
Pascagoula.....	3,379	S. P. Walker.	West Plains.....	2,914	J. W. Pierce.
Starkville.....	2,698	R. C. Morris.	MONTANA.		
Tupelo.....	3,881	J. C. Windham.	Anaconda.....	10,134	W. K. Dwyer.
Vicksburg.....	20,814	J. P. Carr.	Billings.....	10,031	W. H. Nye.
Water Valley.....	4,275	Martin Hemphill.	Bozeman.....	5,107	R. J. Cunningham.
West Point.....	4,864	J. H. Woodard.	Butte.....	39,165	W. F. Maddock.
Winona.....	2,512	O. A. Shaw.	Deer Lodge.....	2,570	O. D. Speer.
Yazoo City.....	6,796	H. M. Ivy.	Great Falls.....	13,948	S. D. Largent.
MISSOURI.			Havre.....	3,624	N. C. Abbott.
Aurora.....	4,148	C. W. Anderson.	Helena.....	12,515	John Dietrich.
Boonville.....	4,252	C. E. Chrane.	Kalispell.....	5,549	W. D. Sweetland.
Brookfield.....	5,749	Andrew Jackson.	Lewistown.....	2,992	A. A. Franzke.
Butler.....	2,894	Fred E. Patrick.	Livingston.....	5,359	B. A. Winans.
Cameron.....	2,980	A. C. Gwinn.	Miles City.....	4,697	J. A. Burger.
Cape Girardeau.....	8,475	J. N. Crocker.	Missoula.....	12,869	Ira B. Fee.
Carrollton.....	3,452	Geo. D. Dieterich.	Red Lodge.....	4,860	A. C. Carlson.
Carterville.....	4,539	W. L. Conrad.	NEBRASKA.		
Carthage.....	9,483	W. C. Barnes.	Alliance.....	3,105	W. R. Pate.
Caruthersville.....	3,655	J. H. Goodin.	Auburn.....	2,729	S. E. Clark.
Charleston.....	3,144	Geo. W. Kirk.	Aurora.....	2,630	J. A. Doremus.
Chillicothe.....	6,265	R. L. Threlkeld.	Beatrice.....	9,356	A. J. Stoddard.
Clinton.....	4,992	Arthur Lee.	Blair.....	2,584	W. H. Myers.
Columbia.....	9,662	J. E. McPherson.	Chadron.....	2,687	T. R. Crawford.
De Soto.....	4,721	A. S. Boucher.	Columbus.....	5,014	C. Ray Gates.
Eldorado Springs.....	2,503	J. A. Leach.	Fairbury.....	5,294	W. H. Morton.
Excelsior Springs.....	3,900	G. W. Diemer.	Falls City.....	3,265	B. H. Groves.
Farmington.....	2,613	W. L. Johns.	Fremont.....	8,718	A. H. Waterhouse.
Fayette.....	2,586	C. H. Hitchborn.	Grand Island.....	10,326	Robert J. Barr.
Jefferson.....	2,556	O. J. Mathias.	Hastings.....	9,338	T. W. B. Everhart.
Flat River.....	5,112	J. U. White.	Havlock.....	2,680	Mrs. Frank F. Adams.
Fredericktown.....	2,632	E. O. Wiley.	Holdrege.....	3,030	Dell Gibson.
Hilton.....	5,228	J. T. Bush.	Kearney.....	6,202	A. L. Caviness.
Hannibal.....	18,341	Livingstone McCart- ney.	Lincoln.....	43,973	Jesse H. Newlon.
Higginsville.....	2,628	D. W. Branam.	McCook.....	3,765	J. A. True.
Independence.....	9,859	W. L. C. Palmer.	Nebraska City.....	5,438	W. G. Brooks.
Jefferson City.....	11,850	Wm. T. Harris.	Norfolk.....	6,025	J. M. Showalter.
Joplin.....	32,073	Ira I. Cammack.	North Platte.....	4,793	Wilson Tout.
Kansas City.....	248,381	A. R. Curry.	Omaha.....	150,355	J. H. Beveridge.
Kennett.....	3,033	Charles Banks.	Plattsmouth.....	4,287	G. E. De Wolf.
Kirksville.....	6,347	Nelson Kerr.	University Place.....	3,200	A. H. Dixon.
Kirkwood.....	4,191	B. M. Little.	Wymore.....	2,613	George E. Lee.
Lexington.....	5,242	E. B. Street.	York.....	6,235	A. W. Graham.
Liberty.....	2,980				

* Acting.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
NEVADA.			NEW JERSEY— continued.		
Goldfield.....	4,888	E. L. McKeown.	Lambertville.....	4,687	John H. Haring.
Reno.....	10,867	B. D. Billinghurst.	Little Ferry.....	2,541	Harry Pierson.
Sparks.....	2,500	C. H. Meeker.	Lodi.....	4,138	Edgar F. Bunce.
Tonopah.....	3,900	Geo. L. Dulworth.	Long Branch.....	13,298	Christopher Gregory.
NEW HAMPSHIRE. ¹			Madison.....	4,658	J. T. Godfrey.
Berlin.....	11,780	Harry L. Moore.	Millville.....	12,451	F. J. Sickles.
Claremont.....	7,529	Alonzo J. Knowlton.	Montclair.....	21,550	Don C. Bliss.
Concord.....	21,497	Louis J. Rundlett.	Morristown.....	12,567	J. Burton Wiley.
Conway.....	3,413	L. M. Felch.	Newark.....	347,469	D. B. Corson.
Derry.....	5,123	Charles W. Cutts.	New Brunswick.....	23,388	Ira T. Chapman.
Dover.....	13,247	J. E. Wignot.	Newton.....	4,467	T. L. Brooks.
Exeter.....	4,897	George A. Keith.	North Bergen.....	15,062	Milton F. Husted.
Farmington.....	2,621	F. U. Landman.	North Plainfield..	6,117	D. Fred Aungst.
Franklin.....	6,132	Howard L. Winslow.	Nutley.....	6,009	John R. Beachler.
Goffstown.....	2,579	Norman J. Page.	Orange.....	29,430	W. Burton Patriak.
Haverhill.....	3,498	Eugene Tuttle.	Passaic.....	54,773	Fred S. Shephard.
Keene.....	10,068	John S. Gilman.	Paterson.....	125,000	John R. Wilson.
Laconia.....	10,183	H. B. Coday.	Perth Amboy.....	32,121	Samuel E. Shull.
Lancaster.....	3,054	H. Leslie Sawyer.	Phillipsburg.....	13,003	Henry J. Neal.
Lebanon.....	5,718	Guy E. Speare.	Plainfield.....	20,550	Henry M. Maxson.
Littleton.....	4,069	Herbert F. Taylor.	Pleasantville.....	4,390	Wm. C. Sullivan.
Manchester.....	70,063	A. W. Smith.	Princeton.....	5,136	Mabel T. Vanderbit.
Millford.....	3,939	Charles H. Noyes. ²	Prospect Park.....	2,719	Thomas L. Bump.
Nashua.....	26,005	(See Somersworth.)	Rahway.....	9,337	William F. Little.
Newmarket.....	3,348	W. H. S. Pillingwood.	Raritan.....	3,672	George A. West.
Newport.....	3,675	Henry S. Roberts.	Red Bank.....	7,198	Paul R. Radcliffe.
Pembroke.....	3,062	Wm. H. Slayton.	Ridgewood.....	8,416	Ira W. Travell.
Portsmouth.....	11,269	Charles A. Breck.	Roosevelt (P. O. Chrono).....	5,786	B. M. Hermann.
Rochester.....	8,868	Edward H. Leonard.	Roselle.....	2,725	R. V. Fraumletter.
Somersworth.....	6,704	E. J. Best.	Roselle Park (P. O. Eliza- beth).....	3,138	L. D. Dayo.
Walpole.....	2,668		Rutherford.....	7,045	Clarence A. Fetterly.
NEW JERSEY.			Salem.....	6,614	Walter B. Davis.
Asbury Park.....	10,150	Amos E. Kraybill.	Secaucus.....	4,740	Matthew J. Fechtel.
Atlantic City.....	46,150	Charles B. Boyer.	Somerville.....	5,060	W. A. Ackerman.
Bayonne.....	55,645	Preston H. Smith.	South Amboy.....	7,007	O. O. Barr.
Belle Isle.....	7,632	C. R. Gerard.	South Orange.....	8,993	H. W. Foster.
Bloomfield.....	15,070	George Morris.	South River.....	4,772	T. Frank Tabor.
Bownton.....	4,930	M. P. Reagle.	Summit.....	7,500	H. B. Sprague.
Bordentown.....	4,250	Harry V. Holloway.	Tenafly.....	2,766	Ralph S. Mangham.
Bordbrook.....	3,970	Gais Hoffman.	Town of Union (P. O. Weehaw- ken).....	21,023	N. C. Billings.
Bridgeton.....	14,269	David C. Porter.	Trenton.....	96,815	Ebenezer Mackey.
Burlington.....	8,336	Anna M. Reed.	Vineland.....	8,282	Howard L. Reber.
Camden.....	94,538	James E. Bryan.	Wallington.....	3,448	John M. Meyers.
Carlstadt.....	3,807	George Kintner.	Washington.....	3,567	S. M. Tressler.
Caldside Park.....	3,394	Robert J. Fuller.	Weehawkan.....	11,228	Frank A. Balch.
Collinswood.....	4,796	Amos H. Flake.	Westfield.....	6,420	Charles A. Philhower.
Dover.....	7,468	W. V. Singer.	West Hoboken.....	35,408	Arthur O. Smith.
East Newark.....	3,163	W. J. Gleason.	West New York.....	13,560	H. W. Maxson.
East Orange.....	34,371	Albert H. Wilson. ²	West Orange.....	10,890	Alton H. Sherman.
East Rutherford.....	4,275	F. J. Ogtee.	Wharton.....	2,983	Wm. F. Curtis.
Edgewater.....	2,655	W. F. Conway.	Woodbury.....	4,642	M. G. Thomas.
Elizabeth.....	73,409	Richard E. Clement.			
Englewood.....	9,024	Elmer C. Sherman.	NEW MEXICO.		
Flemington.....	2,693	Joseph N. D. Hick- man.	Albuquerque.....	11,020	John Milne.
Fort Lee.....	4,472	Arthur E. Chase.	Clovis.....	3,265	E. W. Bowyer.
Freehold.....	3,233	Edward E. Gaige.	East Las Vegas.....		Walter B. McFarland.
Garfield.....	10,213	W. H. Steegar.	Las Cruces.....	3,536	D. F. R. Rice.
Glen Ridge.....	3,260	Sidney G. Firman.	Las Vegas.....	3,755	Mrs. Lou Cobb.
Gloucester.....	9,462	Wilmer F. Burns.	Raton.....	4,539	L. C. Rhoads.
Guttenberg.....	5,647	I. G. Miller.	Roswell.....	6,172	J. W. Riley.
Hackensack.....	14,050	William E. Stark.	Santa Fe.....	5,072	E. J. Roth.
Hackettstown.....	2,715	William S. Lesh.	Silver City.....	3,217	Lela A. Manville.
Haddonfield.....	4,142	C. E. Dechant.	Tucuman.....	2,526	U. O. Anderson.
Haledon.....	2,560	Abraham Grundy.			
Hammoncton.....	5,088	J. C. Holdridge.	NEW YORK.		
Harrison.....	14,498	J. F. Prendergast.	Albany.....	100,253	C. Edward Jones.
Hawthorne.....	3,400	F. H. Thoms.	Albion.....	5,046	Willis G. Carmer.
Hoboken.....	70,324	A. J. Demarest.	Amityville.....	2,517	George A. Brown.
Irvington.....	11,877	Robert Lee Saunders.	Amsterdam.....	31,267	H. T. Morrow.
Jersey City.....	267,779	Henry Snyder.			
Kearny.....	18,659	Herman Dressel.			
Keyport.....	3,554	W. E. Bilderback.			

¹ For other New Hampshire superintendents, see p. 59.² Acting.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
NEW YORK—CON.			NEW YORK—CON.		
Auburn.....	24,668	Henry D. Hervey.	Mechanicville.....	6,634	E. H. Burdick.
Babylon.....	2,600	C. W. Armstrong.	Medina.....	5,683	Howard E. Broeder.
Baldwinsville.....	3,099	A. Wesley Armitage.	Middletown.....	15,313	James F. Tuthill.
Ballston Spa.....	4,138	W. A. Andrews.	Mount Kisco.....	2,802	Erna W. Benedict.
Batavia.....	11,613	E. A. Ladd.	Mount Morris.....	2,782	R. W. Sherman.
Bath.....	2,834	Edgar A. Lewis.	Mount Vernon.....	30,919	William H. Holmes.
Beacon.....	10,829	G. F. Du Bois.	Newark.....	6,227	William M. Fort.
Binghamton.....	48,443	D. J. Kelly.	Newburgh.....	27,806	Geo. F. Hall.
Brookport.....	3,579	Elizabeth S. Barclay.	New Rochelle.....	28,867	Albert Leonard.
Buffalo.....	423,715	Ernest C. Hartwell.	New York.....	4,768,583	W. L. Ettinger.
Canandaigua.....	7,217	Luther N. Steele.	Niagara Falls.....	39,145	John B. Laidlaw.
Canastota.....	2,247	E. H. Rider.	North Tarrytown.....	5,421	Charles A. Benedict.
Canton.....	2,701	S. C. Sumner.	North Tonawanda.....	11,555	Richard A. Searling.
Carthage.....	2,503	Sherman L. Howe.	Norwich.....	7,422	Stanford J. Gibson.
Catskill.....	2,296	Edwin C. Hoerner.	Nyack.....	4,619	H. J. Wightman.
Clyde.....	2,695	C. B. Adams.	Ogdensburg.....	15,933	Francis C. Byrn.
Cohoes.....	24,709	Edward Hayward.	Olean.....	14,743	D. E. Batcheller.
Cold Spring.....	2,549	J. F. Freeborn.	Oneida.....	8,317	Daniel Keating.
Corning.....			Oneonta.....	9,491	George J. Dann.
District No. 9.....	24,709	H. H. Chapman.	Oswining.....	11,880	William H. Ryan.
District No. 13.....		A. M. Blodgett.	Oswego.....	23,368	Charles W. Richards.
Cornwall.....	2,658	Herman C. Wood- worth.	Owego.....	4,638	I. S. Carroll.
Cortland.....	11,504	F. E. Smith.	Patchogue.....	3,824	Wellington E. Gor- don.
Cortlandville.....	3,936	J. Murray Foster.	Peekskill.....		
Depew.....	3,921	J. Fred Whitford.	District No. 7.....		Fred J. Bohlmann.
Dobbs Ferry.....	3,455	B. M. Sheppard.	District No. 8.....	15,245	A. D. Dunbar.
Dolgeville.....	2,685	Thos. G. Coffee.	Penn Yan.....	4,597	W. E. Demelt.
Dunkirk.....	17,231	Frederick R. Darling.	Perry.....	4,888	Wm. H. McClelland.
East Aurora.....	2,781	Harry W. Mead.	Plattsburg.....	11,138	F. K. Watson.
East Syracuse.....	3,274	Delmar E. Hawkins.	Port Chester.....	12,809	Elmer S. Redman.
Ellenville.....	2,114	W. Floyd Harris.	Port Jervis.....	9,564	A. H. Naylor.
Elmira.....	37,176	Asher J. Jacoby.	Potsdam.....	4,036	J. M. Thompson.
Elmira Heights.....	2,732	J. C. Benedict.	Poughkeepsie.....	27,336	S. R. Shear.
Fairport.....	3,112	Albert T. Bouck.	Rensselaer.....	10,711	Walter S. Clark.
Fort Edward.....	3,762	Franklin Barber.	Rochester.....	218,149	H. S. West.
Fort Plain.....	2,762	Herbert Preston.	Rockville Center.....	3,767	W. S. Covert.
Frankfort.....	3,303	B. C. Van Ingen.	Rome.....	20,497	George R. Staley.
Fredonia.....	5,285	William B. Blaisdell.	Rye.....	3,664	Forrest T. Shotts.
Freeport.....	4,836	Ward C. Moon.	Sag Harbor.....	3,408	Theodore F. Rupp.
Fulton.....	10,490	James R. Fairgrieve.	St. Johnsville.....	2,738	J. Harvey Leneker.
Geneva.....	12,416	A. J. Merrell.	Salamanca.....	5,792	A. W. Fortune.
Glens Falls.....	15,213	Albert W. Griffith.	Saratoga Lake.....	4,083	John R. Palmer.
Gloversville.....	20,642	James A. Estee.	Saratoga Springs.....	12,992	Charles L. Mosher.
Goshen.....	5,081	Montgomery C. Smith.	Saugerties.....	3,729	E. R. James.
Gouverneur.....	4,128	Alfred C. Ramsay.	Schenectady.....	72,826	E. R. Whitney.
Granville.....	3,920	R. E. Brown.	Scotia.....	2,957	R. M. Weidler.
Green Island (P. O. Troy).....	4,737	James Heatly.	Seneca Falls.....	6,888	Frederick J. Medden.
Greenport.....	3,089	Seward S. Travis.	Sidney.....	2,507	H. Claude Hardy.
Hastings upon Hudson.....	4,552	H. H. Murphy.	Silver Creek.....	2,512	Herbert E. Perkins.
Haverstraw.....	5,669	L. O. Markham.	Solvay.....	6,139	Roy B. Kelley.
Hempstead.....	4,964	T. Peck Calkins.	Southampton.....	2,009	John G. Peck.
Herkimer.....	7,520	Geo. M. Elmendorf.	Suffern.....	2,653	Aretus P. Burroughs.
Homer.....	2,695	J. M. Round.	Syracuse.....	137,249	Percy M. Hughes.
Hoosick Falls.....	5,232	Clyde Harvey.	Tarrytown.....	5,000	L. V. Case.
Hornell.....	13,617	F. R. Neld.	Tonawanda.....	8,290	Frank K. Sutley.
Hudson.....	11,417	Charles S. Williams.	Union district Lansingburgh district.....	76,813	Arvie Eldred. Neil K. White.
Hudson Falls.....	5,189	Geo. A. Ingalls.	Tuckahoe.....	2,722	Miss M. M. Horan.
Illion.....	6,588	H. M. Schwartz.	Tupper Lake.....	3,067	M. A. Shaw.
Ithaca.....	14,902	Frank D. Boynton.	Utica.....	74,419	John A. De Camp.
Jamestown.....	31,297	R. R. Rogers.	Walden.....	4,004	E. M. Townsend.
Johnson City.....	3,775	Frank M. Smith.	Walton.....	3,103	Clyde P. Wells.
Johnstown.....	10,447	Erle L. Ackley.	Wappingers Falls.....	3,196	J. L. Humbert.
Kingston.....	25,908	Myron J. Michael.	Warsaw.....	3,206	George W. Glasier.
Lackawanna.....	14,549	A. H. Mathewson.	Waterford.....	3,246	L. W. Bills.
Lancaster.....	4,364	P. J. Zeilman.	Waterloo.....	3,931	Junius D. Meeker.
Le Roy.....	3,771	Earl B. Taylor.	Watertown.....	28,739	Frank S. Tisdale.
Little Falls.....	12,378	E. D. Henry.	Watervliet.....	15,074	Hugh H. Lansing.
Lockport.....	17,970	Emmet Becknap.	Watkins.....	2,817	John A. Beers.
Lowville.....	2,940	M. D. Merring.	Wayterly.....	4,555	P. C. Meserve.
Lyons.....	4,460	W. H. Kinney.	Wellsville.....	4,382	Howard G. Burdge.
Malone.....	6,467	R. M. Northup.	Westfield.....	2,985	Preston K. Pattison.
Mamaroneck.....	5,999	Arthur Z. Boothby.	Whitehall.....	4,917	A. J. Laidlaw.
Massena.....	2,961	D. H. Naylor.	White Plains.....	15,949	John W. Lumbard.
			Yonkers.....	79,803	Charles E. Gorton.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
NORTH CAROLINA.			OHIO—continued.		
Asheville.....	18,762	Harry Howell.	Circleville.....	6,744	James C. Bay.
Belhaven.....	2,863	Chas. E. Hiatt.	Cleveland.....	560,663	F. E. Spaulding ¹
Burlington.....	4,808	C. W. Rankin.	Cleveland Heights	2,955	James W. McLane.
Charlotte.....	34,014	H. P. Harding.	Clyde.....	2,815	A. J. Love.
Concord.....	8,715	A. S. Webb.	Columbus.....	181,511	John H. Francis.
Durham.....	18,241	Edwin D. Pusey.	Conneaut.....	8,319	E. D. Williamson.
Edenton.....	2,789	Joe R. Nixon.	Coshocton.....	9,603	C. E. Bryant.
Elizabeth City.....	8,412	S. L. Sheep.	Crestline.....	3,807	A. G. Welshimer.
Fayetteville.....	7,045	W. S. Snipes.	Crooksville.....	3,028	E. D. Bates.
Gastonia.....	6,759	Joe S. Wray.	Cuyahoga Falls.....	4,020	W. H. Richardson.
Goldshoro.....	6,107	C. V. Neuffer.	Dayton.....	116,577	Frank W. Miller.
Graham.....	2,504	Fred Terrell.	Defiance.....	7,327	E. W. Howey.
Greensboro.....	15,895	Frederick Archer.	Delaware.....	9,076	William McK. Vance.
Greenville.....	4,101	H. G. Swanson.	Delphos.....	5,038	Hugh R. Hick.
Henderson.....	4,503	R. G. Kittrell.	Dennison.....	4,008	W. H. Angel.
Hendersonville.....	2,818	George W. Bradshaw.	Dover.....	6,621	S. O. Mase.
Hickory.....	3,716	R. W. Carver.	East Cleveland.....	9,179	W. H. Kirk.
High Point.....	9,525	A. A. Taylor.	East Liverpool.....	20,387	F. P. Geiger.
Kinston.....	6,996	Kader R. Curtis.	East Palestine.....	3,337	A. D. Ladd.
Lenoir.....	3,364	Horace Sisk.	East Youngstown.....	4,972	W. M. Courson.
Lexington.....	4,163	J. H. Cowles.	Eaton.....	3,187	John O'Leary.
Monroe.....	4,082	R. W. Allen.	Elmwood Place.....	3,423	W. S. Eversull.
Mooresville.....	2,400	W. C. Ariall.	Elyria.....	14,325	F. M. Shelton.
Morganton.....	2,712	A. C. Kerley.	Findlay.....	14,558	I. F. Matteson.
Mount Airy.....	3,844	L. M. Epps.	Fostoria.....	9,997	F. H. Warren.
Newbern.....	9,901	H. B. Smith.	Franklin.....	2,659	G. H. Gerke.
Oxford.....	3,018	G. B. Phillips.	Fremont.....	9,939	F. P. Timmons.
Raleigh.....	19,218	Frank M. Harper.	Gallion.....	7,214	J. J. Phillips.
Reidsville.....	4,828	J. H. Allen.	Gallipolis.....	5,560	O. B. Clifton.
Rocky Mount.....	8,051	R. M. Wilson.	Girard.....	3,736	H. L. Cash.
Salisbury.....	7,153	T. Wingate Andrews.	Glouster.....	2,527	M. O. Davis.
Shelby.....	3,127	I. C. Griffin.	Greenfield.....	4,228	E. W. Patterson.
Statesville.....	4,599	D. Matt. Thompson.	Greenville.....	6,237	Minor McCool.
Tarboro.....	4,129	R. H. Bachman.	Hamilton.....	35,279	Darrell Joyce.
Thomasville.....	3,877	J. N. Hauss.	Hillsboro.....	4,296	O. C. Jackson.
Washington.....	6,211	Frank L. Ashley.	Ironton.....	13,147	C. E. McCorkle.
Wilmington.....	25,748	Jno. J. Blair.	Jackson.....	5,468	James Edgar Kinn- son.
Wilson.....	6,717	Charles L. Coon.	Kent.....	4,488	Forrest B. Bryant.
Winston-Salem.....	17,167	R. H. Latham.	Kenton.....	7,185	N. E. Hutchinson.
NORTH DAKOTA.			Lakewood.....	15,181	C. P. Lynch.
Bismarck.....	5,443	J. M. Martin.	Lancaster.....	13,963	J. R. Clements.
Devils Lake.....	5,157	Nelson Sauvain.	Lebanon.....	2,968	C. A. Bruner.
Dickinson.....	3,678	P. S. Berg.	Leotonia.....	2,665	W. E. Peister.
Fargo.....	14,331	Arthur Deamer.	Lima.....	30,508	J. E. Collins.
Grand Forks.....	12,478	J. Nelson Kelly.	Lisbon.....	3,064	Wm. H. Geiger.
Jamestown.....	4,358	Norman C. Koontz.	Lockland.....	3,439	A. L. Heer.
Mandan.....	3,873	C. L. Love.	Logan.....	4,850	L. I. Morse.
Minot.....	6,188	L. A. White.	London.....	3,330	W. H. Rice.
Valley City.....	4,606	G. W. Hanna.	Lorain.....	28,383	D. J. Boone.
Williston.....	3,124	C. E. Blume.	Mansfield.....	20,768	H. H. Heltzer.
OHIO.			Marietta.....	12,923	B. O. Skinner.
Akron.....	69,067	H. V. Hotchkiss.	Marion.....	18,232	Henry A. Hartman.
Alliance.....	15,083	B. F. Stanton.	Martins Ferry.....	9,133	W. A. Walls.
Ashtand.....	6,795	John A. McDowell.	Marysville.....	3,576	L. B. Demorest.
Ashtabula.....	18,266	H. C. Dieterich.	Massillon.....	13,979	Lewis Edwin York.
Athens.....	5,463	Geoffrey F. Morgan.	Medina.....	2,734	W. E. Conkle.
Barberton.....	9,410	U. L. Light.	Miamisburg.....	4,971	Harris V. Bear.
Barnesville.....	4,233	W. A. Zaugg.	Middleport.....	3,194	A. W. McKay.
Bellaire.....	12,946	J. V. Nelson.	Middletown.....	13,152	R. W. Solomon.
Bellefontaine.....	8,238	R. J. Kiefer.	Mingo Junction.....	4,049	Frank Lanton.
Bellevue.....	5,209	C. M. Carrick.	Montpelier.....	2,759	G. W. Hoffman.
Berea.....	2,609	H. B. Alberty.	Mount Vernon.....	9,087	F. C. Zemer.
Bowling Green.....	5,222	David Bryant.	Napoleon.....	4,007	W. R. Ash.
Bridgeport.....	8,974	S. A. Gelleit.	Nelsonville.....	6,082	D. A. Ferree.
Bryan.....	3,641	J. W. Wyandt.	Newark.....	25,043	O. J. Barnes.
Bucyrus.....	8,122	W. W. Borden.	Newcomertown.....	2,943	M. Marlowe.
Bysville.....	3,156	J. S. Talbott.	New Lexington.....	2,559	J. E. Way.
Cambridge.....	11,327	W. E. Arter.	New Philadelphia.....	8,542	Charles F. Limbach.
Canton.....	50,217	Wilson Hawkins.	Niles.....	8,361	W. C. Campbell.
Celina.....	3,493	C. V. Sensenbaugh.	North Baltimore.....	2,903	J. O. Grimes.
Chillicothe.....	14,508	F. J. Prout.	Norwalk.....	7,358	C. C. Patterson.
Cincinnati.....	363,591	Randall J. Condon.	Norwood.....	16,185	W. S. Cadman.
			Oberlin.....	4,165	Howard L. Rawdon.
			Orrville.....	3,101	M. C. Avery.
			Painesville.....	5,501	C. C. Underwood.

¹ Absent on leave. R. S. Jones, acting.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
OHIO—contd.			OKLAHOMA—con.		
Piqua.....	13,388	George C. Dietrich.	Sapulpa.....	8,283	E. B. Gardner.
Pomeroy.....	4,023	C. T. Coates.	Shawnee.....	12,474	Hugh G. Faust.
Port Clinton.....	3,037	J. O. Grimes.	Stillwater.....	3,444	Ed McCarrel.
Pertsmouth.....	23,481	Frank Appel.	Sulphur.....	3,684	A. C. Floyd.
Ravenna.....	5,310	E. O. Trescott.	Tahlequah.....	2,891	W. T. Scott.
Rea ling.....	3,985	J. B. Britton.	Tulsa.....	18,182	E. E. Oberholtzer.
St. Bernard.....	5,002	J. L. Trisler.	Vinita.....	4,082	C. N. Peak.
St. Marys.....	5,732	C. C. McBroom.	Wagoner.....	4,018	George M. Rydre.
Salem.....	8,943	John S. Alan.	Waurika.....	2,928	D. T. Smith.
Sandusky.....	19,989	Walter S. Edmund.	Woodward.....	2,096	J. W. Tyler.
Shelby.....	4,903	W. H. Maurer.			
Sidney.....	6,607	Herbert R. McVay.	OREGON.		
Springfield.....	46,921	George E. McCord.	Albany.....	4,275	C. W. Boetticher.
Stuebenville.....	22,391	Robert L. Erwin.	Ashland.....	5,020	Geo. A. Briscoe.
Struthers.....	3,370	W. P. Moody.	Astoria.....	9,599	H. L. Hussong.
Tiffin.....	11,894	Charles A. Krout.	Baker.....	6,742	A. C. Strange.
Toledo.....	168,497	William B. Guitteau.	Corvallis.....	4,552	J. O. McLaughlin.
Toronto.....	4,271	S. C. Dennis.	Eugene.....	9,009	W. R. Rutherford.
Troy.....	6,122	Charles W. Cookson.	Grants Pass.....	3,897	J. G. Imel.
Uhrichsville.....	4,751	L. E. Everett.	Klamath Falls.....	2,758	R. H. Dunbar.
Upper Sandusky.....	3,779	E. H. Brown.	La Grande.....	4,843	A. C. Hampton.
Urbana.....	7,739	I. N. Keyser.	Marshfield.....	2,980	F. A. Tiedgen.
Van Wert.....	7,157	David B. Clark.	Medford.....	8,840	Wm. Davenport.
Wadsworth.....	3,073	A. W. Elliott.	Oregon City.....	4,287	F. J. Tooez.
Wapakoneta.....	5,349	F. E. Reynolds.	Pendleton.....	4,400	Fred P. Austin.
Warren.....	11,081	H. B. Turner.	Portland.....	207,211	D. A. Grout.
Washington C. H.....	7,277	William McClain.	Roseburg.....	4,738	Aubrey G. Smith.
Wauseon.....	2,650	M. L. Altstetter.	Salem.....	14,091	J. W. Todd.
Wellston.....	6,875	S. H. Maharry.	The Dalles.....	4,880	R. L. Kirk.
Wellsville.....	7,769	A. D. Horton.			
West Park.....	3,179	T. J. Williams.	PENNSYLVANIA.		
Willard.....	2,950	W. C. Kramer.	Allentown.....	51,913	H. W. Dodd.
Wilmington.....	4,491	E. P. West.	Altona.....	52,127	S. H. Layton.
Woodfield.....	2,502	R. C. Maston.	Ambler.....	2,649	J. M. Fisher.
Wooster.....	6,136	George C. Maurer.	Ambridge.....	5,205	Chas. S. McVay.
Xenia.....	8,706	J. R. Patterson.	Apollo.....	3,006	Grace Watt.
Youngstown.....	79,066	N. H. Chaney.	Archbald.....	7,194	W. A. Kelly.
Zanesville.....	28,026	F. C. Kirkendall.	Ashland.....	6,855	J. C. Weirlick.
OKLAHOMA.			Ashley.....	5,601	A. P. Cope.
Ada.....	4,349	J. E. Hickman.	Aspinwall.....	2,592	F. D. Kebock.
Altus.....	4,821	W. H. Decker.	Athens.....	3,796	William F. Yoder.
Alva.....	3,688	Albert W. Fanning.	Austin.....	2,941	H. E. Stover.
Anadarko.....	3,439	W. H. Bishop.	Avalon.....	4,317	S. Todd Perley.
Ardmore.....	8,618	C. W. Richards.	Avoca.....	4,634	Charles Webber.
Bartlesville.....	6,181	F. W. Wenner.	Bangor.....	5,369	J. W. Gruver.
Blackwell.....	3,266	A. J. Lovett.	Barnesboro.....	3,535	G. W. Stephens.
Chickasha.....	10,320	William F. Ramey.	Beaver.....	3,456	Jonas E. Wagoner.
Claremore.....	2,866	Mrs. Mary A. Davis.	Beaver Falls.....	12,191	Floury Atwell.
Clinton.....	2,781	E. H. Hornberger.	Bellefonte.....	4,145	Arthur H. Sloop.
Coalgate.....	3,255	A. P. Lever.	Bellevue.....	6,323	T. E. Garber.
Durant.....	5,330	George C. Rorie.	Berwick.....	5,357	J. Y. Shambach.
Elk City.....	3,165	Arthur L. Richards.	Bethlehem.....	32,810	James N. Muir.
El Reno.....	7,872	C. E. Grady.	Birdsboro.....	2,030	A. M. Hinkel.
Enid.....	13,799	E. D. Price.	Blairsville.....	3,572	Harry E. Seville.
Frederick.....	3,027	J. O. Shaw.	Bhakely (P. O., Peckville).....	5,345	H. B. Anthony.
Guthrie.....	11,654	H. T. Flaughter.	Bloomsburg.....	7,413	L. P. Sterner.
Hartshorne.....	2,963	F. L. Stamps.	Brookridge.....	3,134	Venetta J. Travis.
Hobart.....	3,845	T. E. Bartlett.	Braddock.....	19,357	F. C. Steltz.
Hugo.....	4,582	H. G. Bennett.	Bradford.....	14,544	J. F. Butterworth.
Kingfisher.....	2,538	J. E. Arendell.	Bridgeport.....	8,860	H. E. James.
Krebs.....	2,834	W. A. Blackable.	Bristol.....	9,256	Louise D. Baggs.
Lawton.....	7,788	Hugh A. Carroll.	Brookville.....	3,003	H. R. Looser.
McAlester.....	12,954	W. G. Masterson.	Butler.....	20,728	John A. Gibson.
Mangum.....	3,667	M. P. Smith.	Canonsburg.....	3,891	F. W. McVay.
Miam.....	2,907	M. R. Floyd.	Carbonale.....	17,040	Wm. C. Greenawalt.
Muskogee.....	25,278	Edwin S. Monroe.	Carlisle.....	10,303	John C. Wagner.
Norman.....	3,724	N. H. Edwards.	Carnegie.....	10,009	Thomas J. George.
Nowata.....	3,672	H. C. Fisk.	Carrick (P. O., Pittsburgh).....	6,117	W. H. Sprengle.
Oklahoma.....	64,205	J. A. Whitford.	Catsasqua.....	5,250	H. J. Reinhard.
Oklmulgee.....	4,176	H. B. Bruner.	Chambersburg.....	11,800	U. L. Gordy.
Pauls Valley.....	2,689	John T. Butcher.	Charlert.....	9,615	Thomas L. Pollock.
Pawhuska.....	2,776	Wm. M. Sinclair.	Chester.....	38,537	Charles A. Wagner.
Perry.....	3,133	A. I. Fleming.	Clairton.....	3,326	F. N. Frita.
Ponca City.....	2,521	J. N. Hamilton.			
Purcell.....	2,740	S. C. Herrin.			

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
PENNSYLVANIA— continued.			PENNSYLVANIA— continued.		
Clarion.....	2,612	W. W. Eisenhart.	Jersey Shore.....	5,281	J. G. Dundara.
Clearfield.....	6,851	George E. Zerlosa.	Johnsonburg.....	4,334	S. M. Robb.
Clifton Heights.....	3,155	Sarah Edwards.	Johnstown.....	55,482	H. J. Stockton.
Coaldale.....	5,154	Jno. E. Gildes.	Juniata.....	5,235	M. B. Wineland.
Colesville.....	11,084	H. R. Vanderslice.	Kane.....	6,626	H. O. Dietrich.
Columbia.....	11,454	Wm. C. Sampson.	Kingston.....	6,449	J. Richmond Merkl.
Connellsville.....	12,845	Stanley P. Ashe.	Kittanning.....	4,311	Ira M. Gast.
Conshohocken.....	7,480	A. M. Weaver.	Knoxville.....	5,651	A. R. Gilbert.
Coplay.....	2,670	Wm. Shetlock.	Lancaster.....	47,227	H. B. Work.
Coraopolis.....	5,252	C. E. Hilborn.	Lansdale.....	3,551	J. Walter Gapp.
Corry.....	5,991	Charles Nagle.	Lansdowne.....	4,066	Walter L. Phillips.
Coudersport.....	3,100	L. G. Soper.	Lansford.....	8,323	Elmer E. Kunts.
Crafton.....	4,583	J. W. Rutherford.	Larksville (P. O., Wilkes-Barre).	9,238	M. L. McCann.
Curwensville.....	2,549	R. A. Shields.	Latrobe.....	8,777	R. M. Steele.
Danville.....	7,517	D. N. Diefenbacher.	Lebanon.....	19,240	E. M. Balsbaugh.
Darby.....	6,305	Amos Chamberlain.	Leechburg.....	3,624	S. M. Neagley.
Derry.....	2,954	J. C. Bryson.	Lehighton.....	5,816	B. M. Shull.
Dickson City.....	9,331	P. M. Brennan.	Lewisburg.....	3,081	H. S. Bourne.
Donora.....	8,174	T. M. Gilland.	Lewistown.....	8,166	W. A. Hutchinson.
Dorranconet (P. O., Wilkes- Barre).	4,046	C. B. Hanyen, jr.	Lockhaven.....	7,772	Clement W. Hunt.
Downingtown.....	3,326	A. B. Moyer.	Luzerne.....	5,426	Theron G. Osborn.
Doykestown.....	2,304	Carmon Ross.	Lykens.....	2,943	C. H. Auman.
DuBois.....	12,623	T. T. Allen.	McAdoo.....	3,389	A. T. O'Donnell.
Dunmore.....	17,615	C. F. Holban.	McDonald.....	2,543	N. O. Parke.
Duquesne.....	15,727	C. H. Wolford.	McKeesport.....	42,694	Jos. B. Richey.
Duryea.....	7,487	F. J. Ryan.	McKees Rocks.....	14,702	T. J. Johnston.
East Conemaugh.....	5,046	J. M. Uhler.	Mahanoy City.....	15,936	H. A. O'Day.
East Mauch Chunk.....	3,548	P. H. McCabe.	Mauch Chunk.....	8,952	E. P. Heckert.
Easton.....	28,523	Robert E. Laramy.	Mayfield.....	3,662	A. L. McCarthy.
East Pittsburgh.....	5,615	H. L. Koons.	Meadville.....	12,780	Edw. Sargent.
East Stroudsburg.....	3,330	Charles A. Goss.	Mechanicsburg.....	4,489	Ralph Jacoby.
Edgewood.....	2,598	Frank H. Remaley.	Media.....	3,562	William C. Joslin.
Edwardsville (P. O., Wilkes- Barre).	8,407	James O. Herman.	Meyersdale.....	3,741	W. H. Kretschman.
Elizabethtown.....	2,587	E. U. Aumiller.	Middletown.....	5,374	H. J. Wickey.
Elwood City.....	3,932	Charles F. Becker.	Millvale.....	7,631	C. C. Williamson.
Elmora.....	3,501	Howard C. Snyder.	Milton.....	7,460	
Emporium.....	2,916	R. W. Clawges.	Miners Mills (P. O., Wilkes-Barre).	3,159	John J. Gallagher.
Ephrata.....	3,192	Guy K. Bard.	Minersville.....	7,240	Chas. F. Roudabush.
Erie.....	66,325	I. B. Bush.	Monaca.....	3,376	Geo. L. Hayes.
Etna (P. O., Pitts- burgh).	5,830	E. S. Rice.	Monessen.....	11,775	H. F. Gress.
Exeter (P. O., Pittston).	3,537	Elizabeth Dougher.	Monongahela.....	7,598	Renwick G. Dean.
Farrell.....	10,190	Port Eckles.	Moosic.....	3,964	Irvin D. Lutter.
Ford City.....	4,850	W. T. Irwin.	Mount Carmel.....	17,532	Wilbur M. Vengst.
Forest City.....	5,749	Elmer Jones.	Mount Oliver.....	4,241	Minnie Ubinger.
Frankville.....	3,118	W. R. Trautman.	Mount Pleasant.....	5,812	H. H. De Long.
Franklin.....	9,767	C. E. Carter.	Mount Union.....	2,338	W. P. Harley.
Fredom.....	3,090	F. A. Barkley.	Munhall.....	5,185	Charles R. Stone.
Freeland.....	6,197	N. P. Luckenbill.	Nanticoke.....	18,877	A. P. Duffender.
Gadon.....	4,027	R. R. Merrill.	Nazareth.....	3,978	Frederick A. Marks.
Gallitzin.....	3,504	R. H. Biter.	New Brighton.....	8,329	S. W. Lyons.
Gettysburg.....	4,030	Helen L. Cope.	New Castle.....	36,280	George A. Dickson.
Gilberton.....	5,401	Joseph O. Boyle.	New Kensington.....	7,707	Berlin Empfield.
Girardville.....	4,396	H. E. Anderson.	Norristown.....	27,875	Allen S. Martin.
Glassport.....	5,540	John S. Hart.	Northampton.....	8,729	William D. Landis.
Greensburg.....	13,012	Thos. S. March.	North Braddock.....	11,824	H. H. Means.
Greenville.....	5,909	G. B. Gerberich.	North East.....	2,672	W. J. McQuiston.
Grove City.....	3,674	H. M. B. Lehn.	Northumberland.....	3,517	Myron Geddes.
Haver.....	7,057	A. J. English.	Oakmont.....	8,436	W. Lee Gilmore.
Harrisburg.....	64,186	Frederick E. Downes.	Oil City.....	15,657	James J. Palmer.
Hazleton.....	30,167	D. A. Harman.	Old Forge.....	11,324	Frank R. Coyne.
Hollidaysburg.....	3,734	H. J. Barrett.	Olyphant.....	8,506	M. W. Cummings.
Homestead.....	18,713	Landis Tanger.	Parkesburg.....	2,522	L. E. Coll.
Honesdale.....	2,945	Russell T. Davies.	Parnassus.....	2,578	R. N. Penfield.
Huntingdon.....	6,861	E. R. Barclay.	Parsons.....	4,336	E. A. Evans.
Indiana.....	5,749	Harry V. Herlinger.	Patton.....	3,907	William Bosserman.
Irwin.....	2,888	Samuel Fausold.	Pen Argyl.....	3,967	Herbert F. Arnold.
Jeannette.....	8,077	E. W. Long.	Perkasie.....	2,779	Lewis H. Wagen- horst.
Jenkintown.....	2,968	B. A. Kline.	Philadelphia.....	1,549,008	Jehn P. Garber.
Jermyn.....	2,158	William M. Behler.	Phillipsburg.....	3,585	J. S. F. Rutshau.
			Phoenixville.....	10,748	Isaac Doughton.
			Pitcairn.....	4,975	C. C. Pierce.
			Pittsburgh.....	533,905	Wm. M. Davidson.
			Pittston.....	16,267	D. J. Gray.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
PENNSYLVANIA— continued.			PENNSYLVANIA— continued.		
Plymouth.....	16,996	S. L. Smith.	Wilkes-Barre.....	67,166	H. H. Zeiser.
Portage.....	2,954	C. F. Helt.	Wilkinsburg.....	18,924	James L. Allison.
Port Carbon.....	2,678	Ira A. Goss.	Williamsport.....	31,860	F. W. Robbins.
Port Jervis.....	15,590	W. W. Rupert.	Williamstown.....	2,904	Ira C. Mummet.
Pottsville.....	20,236	G. H. Weiss.	Winchester.....	6,133	Chas. W. Shaffer.
Punkstutawney.....	9,053	Frank S. Jackson.	Windber.....	8,013	W. W. Lantz.
Quakertown.....	3,801	Carl G. Leech.	Winton.....	5,280	J. J. Judge.
Ramkin (P. O. Braddock).....	6,042	C. L. Wilson.	Wyoming.....	8,210	John E. Pratt.
Reading.....	96,071	Charles S. Foos.	York.....	44,750	A. Wanner.
Renovo.....	4,621	Geo. A. Mincemoyer.	PHILIPPINE ISLANDS.		
Reynoldsville.....	3,189	G. C. Moose.	Manila.....	234,400	Jas. F. Scouller.
Ridgway.....	5,408	W. M. Pearce.	RHODE ISLAND.		
Rochester.....	8,903	S. R. Grinn.	Bristol.....	8,565	T. H. De Coudres.
Royersford.....	3,073	J. A. Uhland.	Burrillville (P. O. Harrisville).....	7,878	Joseph C. Sweeney.
St. Clair (P. O. Mount Oliver).....	5,640		Central Falls.....	22,754	Robert K. Bennett.
St. Clair (Schuy- kill County).....	6,455	Thomas G. Jones.	Coventry.....	5,848	Henry M. Walraft.
St. Marys.....	6,346	J. J. Lynch.	Cranston (P. O. Providence).....	21,107	John K. Fenner.
Sayre.....	6,426	L. Edwin De Laney.	Cumberland (P. O. Manville).....	10,107	George W. Morris.
Schuylkill Haven.....	4,767	T. A. Hoover.	East Greenwich.....	3,420	Irving C. Phillips.
Scottsdale.....	5,456	J. N. Wangaman.	East Providence.....	15,808	J. R. D. Oldham.
Scranton.....	129,367	Samuel E. Weber.	Johnston (P. O. Providence).....	5,935	George F. Weston.
Sewickley.....	4,479	George F. Mark.	Lincoln (P. O. Central Falls).....	9,825	John L. Smith.
Shamokin.....	19,588	Joseph Howarth.	Newport.....	27,149	Herbert W. Lull.
Sharon.....	15,270	W. D. Gamble.	North Kingston.....	4,048	John P. Fogwell.
Sharpburg.....	8,153	John J. Donovan.	North Providence.....	5,407	August Berau.
Sharpsburg.....	3,634	Wm. M. Johnston.	North Smithfield (P. O. Woon- socket).....	2,699	Edgar F. Hamlin.
Shenandoah.....	25,774	J. W. Cooper.	Pawtucket.....	51,622	Frank O. Draper.
Shippensburg.....	3,457	A. Lee Shulenberger.	Portsmouth.....	2,681	Isabella G. Chase.
Silver Creek.....	2,612	P. S. Canfield.	Providence.....	224,326	Isaac O. Winslow.
Slatington.....	4,454	J. W. Snyder.	Scituate.....	3,493	I. C. Phillips.
Somerset.....	2,612	F. F. Foltz.	Smithfield.....	2,739	Clovis W. Mitchell.
South Brown- sville.....	3,943	D. D. Watkins.	South Kingdon.....	5,176	William A. Brady.
South Fork.....	4,592	W. C. Crawford.	Tiverton.....	4,032	Grace M. Covey.
South Williams- port.....	3,734	A. B. Elder.	Warren.....	6,585	Leroy G. Staples.
Spanzer.....	3,700	T. J. Sullivan.	Warwick.....	26,629	William F. Miner.
Spring City.....	3,580	W. E. De Turck.	Westerly.....	8,696	Willard H. Bacon.
Strodesburg.....	14,246	L. E. McGinnis.	West Warwick.....	39,125	John P. Deering.
Stroudsburg.....	4,279	Robert Brown, Jr.	Woonsocket.....		Wendell A. Mowry.
Summit Hill.....	4,209	H. D. Levensood.			
Sunbury.....	13,770	Walter A. Geesey.			
Susquehanna.....	3,478	A. A. Killian.			
Swissvale.....	7,831	C. C. Kelso.			
Swopersville (P. O. Wilkes-Barre).....	6,996	Joseph H. Finn.			
Tamaqua.....	9,462	J. F. Derr.			
Tarentum.....	7,414	A. D. Fendley.			
Taylor.....	9,060	William S. Robin- son.			
Throop.....	5,133	John J. O'Hara.			
Titusville.....	8,633	Henry Pease.			
Towanda.....	4,581	E. A. Quackenbush.			
Turtle Creek.....	4,985	W. A. Rodgers.			
Tyrone.....	7,776	F. M. Hixton.			
Union City.....	8,684	M. J. Dlanden.			
Uniontown.....	13,444	J. H. Alleman.			
Vandergrift.....	7,514	Chas. H. Omo.			
Verona.....	2,449	U. G. Palmer.			
Warren.....	11,040	R. T. Adams.			
Washington.....	18,778	J. C. Stiers.			
Waynesboro.....	7,109	J. Clair McCullough.			
Waynesburg.....	3,745	R. M. Archibald.			
Weatherly.....	2,801	H. Arthur Fox.			
Wellsboro.....	3,183	R. L. Butler.			
West Chester.....	11,767	Addison L. Jones.			
West Homestead (P. O. Home- stead).....	3,009	F. L. Rose.			
West Newton.....	2,889	F. H. Painter.			
West Pittston.....	6,848	L. P. Blerly.			

¹ For other Rhode Island superintendents see p. 65.

² Part of Warwick in 1910.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
SOUTH CAROLINA— continued.			TEXAS—contd.		
Rock Hill.....	7,216	R. C. Burts.	Corpus Christi....	8,222	W. D. Notley.
Spartanburg.....	17,517	Frank Evans.	Corsicana.....	9,749	J. E. Blair.
Sumter.....	8,109	S. H. Edmunds.	Crockett.....	3,947	Donald McDonald.
Union.....	5,623	Davis Jeffries.	Cuero.....	3,109	A. S. Bush.
SOUTH DAKOTA.			Dalhart.....	2,580	J. A. Webb.
Aberdeen.....	10,753	Jos. T. Glenn.	Dallas.....	92,104	J. F. Kimball.
Brookings.....	2,971	S. E. Hargis.	Denison.....	13,632	Frank B. Hughes.
Deadwood.....	3,653	H. Nienhuis.	Denton.....	4,732	J. W. Beatty.
Huron.....	5,791	Bruce Francis.	Dublin.....	2,551	S. L. Wolfe.
Lead.....	8,392	F. A. Henderson.	Eagle Pass.....	3,536	G. B. M. Snyder.
Madison.....	3,137	June Emry.	El Paso.....	39,279	R. J. Tiche.
Mitchell.....	6,515	J. C. Lindrey.	Ennis.....	5,669	J. D. Cochran.
Pierre.....	3,656	R. E. Rawlins.	Fort Worth.....	73,312	M. H. Moore.
Rapid City.....	3,854	Robert B. Irons.	Gainesville.....	7,624	O. E. Ferris.
Redfield.....	3,060	Carl M. Bair.	Galveston.....	36,981	John W. Hopkins.
Sioux Falls.....	14,094	A. A. McDonald.	Georgetown.....	3,096	M. A. Cannon.
Watertown.....	7,010	T. A. Harmon.	Gonzales.....	3,139	K. A. Jones.
Yankton.....	3,787	Claude W. Street.	Greenville.....	8,450	L. C. Gee.
TENNESSEE.			Hillsboro.....	6,115	W. T. Loftand.
Bristol.....	7,184	Ralph B. Rubins.	Houston.....	78,800	P. W. Horn.
Chattanooga.....	44,604	C. H. Winder.	Houston Heights.	6,984	S. P. Waltrip.
Clarksville.....	8,548	A. J. Smith.	Jacksonville.....	2,875	B. M. Gramling.
Cleveland.....	5,549	D. C. Arnold.	Jefferson.....	2,515	A. E. Day.
Columbia.....	5,754	R. L. Harris.	Laredo.....	14,855	L. J. Christen.
Covington.....	2,990	B. O. Duggan.	Lockhart.....	2,945	T. A. Fisher.
Jay'sburg.....	4,149	Walter M. Campbell.	Longview.....	5,155	S. J. Blocher.
Fayetteville.....	3,439	Geo. C. Simmons.	Lufkin.....	2,749	I. A. Coston.
Franklin.....	2,924	R. V. Kennedy.	McKinney.....	4,714	J. S. Carlisle.
Harriman.....	3,061	Dudley S. Tanner.	Marlin.....	3,878	A. C. Ferguson.
Humboldt.....	3,446	H. H. Ellis.	Marshall.....	11,452	J. P. Glasgow.
Jackson.....	15,779	Charles E. Dryden.	Mart.....	2,639	J. G. Toland.
Johnson City.....	8,502	D. M. Andrews.	Mexia.....	2,694	Frederick B. Elliott.
Knoxville.....	36,346	W. E. Miller.	Mineral Wells.....	3,950	E. O. McNew.
Lafollette.....	2,816	P. W. Kerr.	Mount Pleasant.....	3,137	A. V. Peterson.
Lebanon.....	3,659	W. L. Harris.	Nacogdoches.....	3,469	R. F. Davis.
Lenoir City.....	3,392	J. H. Jarvis.	Navasota.....	3,284	J. T. Davis.
Memphis.....	131,105	Wharton S. Jones.	New Braunfels.....	3,165	B. Holekamp.
Merriestown.....	4,007	C. C. Sherrod.	Orange.....	5,527	E. B. Stover.
Murfreesboro.....	4,679	J. C. Mitchell.	Palestine.....	10,482	Luther B. Giff.
Nashville.....	110,364	M. C. Weber.	Paris.....	11,269	J. G. Wooten.
Paris.....	3,881	M. M. Phillips.	Plainview.....	2,829	H. P. Webb.
Pulaski.....	2,928	F. E. Rancek.	Port Arthur.....	7,663	G. M. Sims.
Rockwood.....	3,660	N. A. Steadman.	Quannah.....	3,127	J. W. O'Banion.
Shelbyville.....	2,869	R. T. Allen.	San Angelo.....	10,321	Felix E. Smith.
Tulahoma.....	3,049	T. J. Tolson.	San Antonio.....	96,614	Charles S. Meek.
Union City.....	4,387	A. C. Nute.	San Marcos.....	4,071	E. M. Day.
TEXAS.			Seguin.....	3,116	R. E. L. Adams.
Abilene.....	9,204	R. D. Green.	Sherman.....	12,412	J. C. Pyle.
Amarillo.....	9,957	M. H. Duncan.	Smithville.....	3,167	L. W. Land.
Austin.....	29,860	A. N. McCallum.	Snyder.....	2,514	S. L. Rieves.
Ballinger.....	3,536	J. M. Skinner.	Stamford.....	3,902	J. W. Teasley.
Bay City.....	3,156	D. R. Hibbetts.	Stephenville.....	2,561	Henry Sims.
Beaumont.....	20,640	H. F. Triplett.	Sulphur Springs.....	5,151	F. V. Garrison.
Beville.....	3,269	W. E. Madderra.	Sweetwater.....	4,176	D. A. Clark.
Belton.....	4,164	L. H. Hubbard.	Taylor.....	5,314	J. E. Watts.
Big Spring.....	4,102	M. H. Brasher.	Teague.....	3,288	J. D. Bramlette.
Bonham.....	4,844	H. D. Fillers.	Temple.....	10,993	W. W. Clement.
Bowie.....	2,874	T. P. Walker.	Terrell.....	7,050	S. M. N. Marrs.
Brady.....	2,669	W. L. Hughes.	Texarkana.....	9,790	Geo. H. Carpenter.
Brenham.....	4,718	Joseph C. Tucker.	Tyler.....	10,400	T. H. Shelby.
Brownsville.....	10,517	Lizzie M. Barbour.	Uvalde.....	3,968	A. W. Evans.
Brownwood.....	6,967	J. W. Page.	Vernon.....	3,195	B. F. Sisk.
Bryan.....	4,132	W. C. Lawson.	Victoria.....	3,673	V. L. Griffin.
Calvert.....	2,579	H. F. Saunders.	Waco.....	26,425	B. B. Cobb.
Cameron.....	3,263	J. E. Watts.	Waxahachie.....	6,205	G. B. Winn.
Childress.....	3,818	B. M. Harrison.	Weatherford.....	5,074	T. W. Stanley.
Cleburne.....	10,364	Emmett Brown.	Wichita Falls.....	8,200	Lee Clark.
Coleman.....	3,046	C. H. Hufford.	Yoakum.....	4,657	J. H. Burnett.
Comanche.....	2,756	R. F. Holloway.	UTAH.		
Commerce.....	2,818	A. L. Day.	American Fork....	2,797	James H. Walker.
			Bingham.....	2,881	Lars W. Nielsen.
			Brigham.....	3,685	C. H. Skidmore.
			Eureka.....	3,416	I. L. Williamson.
			Lehi.....	2,964	A. F. Yates.
			Logan.....	7,522	Henry Peterson.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Popula- tion, census of 1910.	Superintendent or su- pervising principal.
UTAH—contd.			VIRGINIA—contd.		
Murray.....	4,057	C. E. Gaufin.	Radford.....	4,202	J. P. Whitt.
Nephi.....	2,759	Ray Stewart.	Richmond.....	127,628	J. A. C. Chandler.
Ogden.....	26,580	Henry C. Johnson.	Roanoke.....	34,874	D. E. McQuilkin.
Park City.....	3,439	James L. Kearns.	Salem.....	3,849	R. E. Cook.
Provo.....	8,925	L. E. Eggertsen.	South Boston.....	3,516	H. J. Watkins.
Richfield.....	2,559	Jos. A. Anderson.	Staunton.....	10,604	J. P. Neff.
Salt Lake City.....	92,777	Ernest A. Smith.	Suffolk.....	7,008	Jos. L. Bell.
Spanish Fork.....	3,464	J. Preston Creer.	Williamsburg.....	2,714	H. W. Vaden.
Springville.....	3,356	J. U. Hicks.	Winchester.....	5,864	Leslie D. Kline.
Tooele.....	2,753		Wytheville.....	3,054	J. A. C. Hurt.
VERMONT. ¹			WASHINGTON.		
Barre.....	3,346	Carroll H. White.	Aberdeen.....	13,660	Geo. B. Miller.
Barton.....	4,883	C. L. Erwin.	Anacortes.....	4,168	W. A. Jennings.
Bellows Falls.....	8,698	(See Rockingham.)	Bellingham.....	24,298	Elmer L. Cave.
Bennington.....	2,712	A. W. Varney.	Bremerton.....	2,993	V. D. Goss.
Brandon.....	7,541	M. A. Sturtevant.	Centralla.....	7,311	Edgar Reed.
Brattleboro.....	20,468	Florence M. Well- man.	Chehalis.....	4,507	R. E. Cook.
		Merritt D. Chlitten- den.	Cle Elum.....	2,749	G. I. Wilson.
Winooski.....	4,520	George R. Stackpole.	Colfax.....	2,783	J. O. Mattson.
Derby.....	3,629	E. A. Hamilton.	Ellensburg.....	4,309	Linden McCullough.
Essex.....	2,714	Minnie E. Hays.	Everett.....	24,814	A. C. Roberts.
Fair Haven.....	3,095	W. H. Hosmer.	Hillyard.....	3,276	Thomas Cahill.
Hardwick.....	3,201	C. L. Cowles.	Hoquiam.....	8,171	F. E. Schmidtke.
Hartford.....	4,179	Nelson J. Whitehill.	Olympia.....	6,996	Chauncey E. Beach.
Lyndon.....	3,204	M. E. Daniels.	Port Townsend.....	4,181	H. R. Taylor.
Middlebury.....	2,848	Arthur W. Eddy.	Pullman.....	2,602	J. W. Graham.
Montpelier.....	7,856	S. C. Hutchinson.	Puyallup.....	4,544	E. B. Walker.
Morris town (P. O. Morrisville).	2,652	Carlton D. Howe.	Renton.....	2,740	F. S. Salisbury.
Newport.....	3,684	E. A. Hamilton.	Roslyn.....	3,126	W. G. Whitfield.
Northfield.....	3,226	J. Allen Hunter.	Seattle.....	237,194	Frank B. Cooper.
Poultney.....	3,644	W. H. Hosmer.	Seahomish.....	3,244	C. W. Hodge.
Proctor.....	2,771	W. A. Beebe.	South Bend.....	3,023	Jos. R. McDordle.
Randolph.....	3,191	George W. Patterson.	Spokane.....	104,402	Orville C. Pratt.
Richford.....	2,907	Edwin F. Greene.	Tacoma.....	83,743	Wm. F. Geiger.
Rockingham (P. O. Bellows Falls).	6,207	W. C. McGinnis.	Vancouver.....	9,300	C. W. Shumway.
Rutland.....	13,546	David B. Locke.	Walla Walla.....	19,364	W. M. Kern.
St. Albans.....	6,381	George S. Wright.	Wenatchee.....	4,050	Guy W. Bohannon.
St. Johnsbury.....	8,098	Walter H. Young.	Yakima.....	14,082	A. C. Davis.
Springfield.....	4,784	Herbert D. Casey.			
Swanton.....	3,628	Homer E. Hunt.	WEST VIRGINIA.		
Waterbury.....	3,273	Martin W. Chaffee.	Benwood.....	4,976	Floyd Hanifan.
West Rutland.....	3,427	Philip R. Leaven- worth.	Bluefield.....	11,188	Edwin C. Wade.
Woodstock.....	2,545	Everett V. Perkins.	Charleston.....	22,996	Geo. S. Laidley.
VIRGINIA.			Charles Town.....	2,682	Wright Denny.
Alexandria.....	15,329	W. H. Sweney.	Chester.....	3,184	Elmer E. Oldaker.
Bedford.....	2,508	C. M. Abbot.	Clarksburg.....	9,201	J. A. Jackson.
Big Stone Gap.....	2,590	Owen R. Easley.	Davis.....	2,615	C. F. Lee.
Bristol.....	6,247	F. B. Fitzpatrick.	Elkins.....	5,260	W. W. Trent.
Buena Vista.....	3,245	J. P. McCluer.	Fairmont.....	9,711	Otis G. Wilson.
Charlottesville.....	6,765	James G. Johnson.	Grafton.....	7,563	L. W. Burns.
Clifton Forge.....	5,748	R. C. Bowton.	Hinton.....	3,656	H. F. Griffey.
Covington.....	4,234	J. G. Jeter.	Huntington.....	31,161	C. L. Wright.
Danville.....	19,020	F. H. Wheatley.	Keyser.....	3,705	J. C. Sanders.
Farmville.....	2,971	P. T. Atkinson.	McMechen.....	2,921	Floyd Hanifan.
Fredericksburg.....	5,874	E. F. Birckhead.	Mannington.....	2,672	David A. Ward.
Hampton.....	5,505	J. M. Willis.	Martinsburg.....	10,698	Wm. C. Morton.
Harrisonburg.....	4,879	W. H. Keister.	Morgantown.....	9,150	R. C. Smith.
Lexington.....	2,331	Harrington Waddell.	Moundsville.....	8,918	H. V. Merriek.
Lynchburg.....	29,494	E. C. Glass.	Parkersburg.....	17,842	H. E. Odgers.
Marion.....	2,227	B. E. Copenhaver.	Princeton.....	3,027	J. N. Hoyman.
Martinsville.....	3,368	W. B. Gates.	Richwood.....	3,061	A. F. Shroyer.
Newport News.....	20,305	D. A. Dutrow.	Sistersville.....	2,684	W. W. Strain.
Norfolk.....	67,452	Richard A. Dobie.	Wellsburg.....	4,189	W. N. Beetham.
Petersburg.....	24,127	Frank M. Martin.	Wheeling.....	41,641	C. E. Githens.
Portsmouth.....	33,100	H. A. Hunt.	Williamson.....	3,561	A. C. Davis.
Pulaski.....	4,807	E. L. Darst.			
			WISCONSIN.		
			Antigo.....	7,196	Ernest Iler.
			Appleton.....	16,773	Carrie E. Morgan.
			Ashland.....	11,594	V. T. Thayer.
			Baraboo.....	6,324	A. C. Kingsford.
			Beaver Dam.....	6,758	George R. Ray.

¹ For other Vermont superintendents, see pp. 69-70.

XIII.—SUPERINTENDENTS OF PUBLIC SCHOOLS IN CITIES AND TOWNS—Contd.

City.	Population, census of 1910.	Superintendent or su- pervising principal.	City.	Population, census of 1910.	Superintendent or su- pervising principal.
WISCONSIN—CON.			WISCONSIN—CON.		
Beloit.....	15,125	F. E. Converse.	Prairie du Chien..	3,149	Nicholas Gunderson.
Berlin.....	4,636	F. Stanley Powles.	Racine.....	38,002	F. M. Longenecker.
Burlington.....	3,212	Fred. L. Witter.	Reedsburg.....	2,615	A. B. Olson.
Chippewa Falls..	8,893	Geo. O. Banting.	Rhineland.....	5,437	W. P. Colburn.
Columbus.....	2,528	John Dixon.	Rice Lake.....	3,968	Henry J. Steepa.
Cudahy.....	2,694	Jesse F. Cory.	Richland Center..	2,652	John P. Ballantyne.
De Pere.....	4,477	A. L. Simon.	Ripon.....	3,730	L. P. Goodrich.
Emu Claire.....	18,310	W. A. Clark.	Shawano.....	2,022	Fred G. Bishop.
Edgerton.....	2,513	F. O. Holt.	Sheboygan.....	26,398	W. P. Roseman.
Fond du Lac.....	18,707	J. E. Roberts.	South Milwaukee..	6,092	Fred W. Hein.
Fort Atkinson..	3,877	E. H. Miles.	Sparta.....	3,073	Frank C. Bray.
Grand Rapids....	6,521	E. G. Doudna.	Stanley.....	2,075	W. I. White.
Green Bay.....	25,236	A. W. Burton.	Stevens Point....	8,062	H. C. Snyder.
Hartford.....	2,382	Charles H. Karsh.	Stoughton.....	4,761	C. J. Anderson.
Hudson.....	2,310	Ira O. Hubbard.	Sturgeon Bay.....	4,262	R. Soukup.
Janesville.....	13,394	H. H. Faust.	Superior.....	40,384	J. G. Moore.
Jefferson.....	2,582	Willi G. Ballentine.	Tomah.....	3,419	F. M. Bray.
Kaukauna.....	4,717	Leo G. Schussmann.	Tomahawk.....	2,007	Harmon F. Schell.
Kenosha.....	21,371	Mrs. Mary D. Brad- ford.	Two Rivers.....	4,450	Wm. T. Darling.
La Crosse.....	30,417	B. F. McCormick.	Washburn.....	2,430	C. E. Hulten.
Lake Geneva.....	3,079	J. M. Beck.	Watertown.....	8,129	Thomas J. Berta.
Madison.....	25,631	R. B. Dudgeon.	Waukesha.....	8,740	J. R. Williams.
Manitowoc.....	18,027	P. J. Zimmers.	Waupaca.....	2,789	F. G. Schneller.
Marinette.....	14,610	G. H. Landgraf.	Waupun.....	3,463	Larus F. Smith.
Marshfield.....	5,763	D. S. Miller.	Wausau.....	16,600	Silas B. Tobey.
Menasha.....	6,081	O. H. Plenska.	Wauwatosa.....	3,446	Philip A. Kolb.
Monomonic.....	5,036	E. W. Waite.	West Allis.....	6,045	T. J. Jones.
Monroe.....	8,689	H. W. Kircher.	Whitewater.....	3,124	C. W. Rittenburg.
Milwaukee.....	373,857	Milton C. Potter.			
Mineral Point..	2,925	W. R. Rood.	WYOMING.		
Monroe.....	4,410	Paul F. Neverman.	Casper.....	2,639	George Wilder.
Neenah.....	5,734	C. F. Hedges.	Cheyenne.....	11,320	Ira B. Fee.
New London.....	3,383	W. S. Ford.	Evanston.....	2,583	C. C. Voeller.
Oconomowoc....	3,054	Fred J. Holt.	Laramie.....	6,237	C. E. Eddieblutta.
Oconto.....	5,629	E. F. Strong.	Rawlins.....	4,256	C. L. Martin.
Oshkosh.....	23,063	M. N. MacIver.	Rock Springs.....	5,778	O. F. Munson.
Platteville.....	4,452	F. V. Powell.	Sheridan.....	8,408	J. J. Early.
Plymouth.....	3,094	C. A. Rubado.			
Portage.....	5,440	C. C. Bishop.			
Port Washington: District No. 1. District No. 4. }	3,792	{ Joseph E. Barber. { Earl Wiesler.			

XIV.—ASSISTANT AND DISTRICT SUPERINTENDENTS OF SCHOOLS IN CITIES OF OVER 25,000 POPULATION.

[Assistant superintendents, unless otherwise specified.]

City.	Assistant superintendents and name or number of the district or division over which they have charge.	City.	Assistant superintendents and name or number of the district or division over which they have charge.
Birmingham, Ala...	C. B. Glenn	San Jose, Cal.....	Anne Darling.
Mobile, Ala.....	C. F. Vigor.	Denver, Colo.....	Wm. H. Smiley.
Berkeley, Cal.....	M. C. James.	Bridgeport, Conn..	E. F. Cortright.
Los Angeles, Cal...	J. B. Monlux, deputy.	New Britain, Conn.	Ella A. Fallon.
	M. C. Bettinger.	New Haven, Conn..	J. C. Knowlton.
	Susan M. Dorsey.		C. C. Russell.
Oakland, Cal.....	L. B. Avery.		J. C. McCarthy.
	E. Morris Cox.	Wilmington, Del..	Beattie Devine.
Sacramento, Cal...	Mrs. M. R. O'Neill.	Washington, D. C..	Stephen E. Kramer.
San Francisco, Cal..	R. H. Webster.		R. C. Bruce.
	Wm. B. Howard.	Atlanta, Ga.....	Chas. S. Culver.
	Archibald J. Cloud.	Augusta, Ga.....	T. H. Garrett.
	Wm. H. De Bell.	Savannah, Ga....	F. H. Ferguson.
	Mary Magner.	Bloomington, Ill...	Mary A. Kromer.

XIV.—ASSISTANT AND DISTRICT SUPERINTENDENTS OF SCHOOLS IN CITIES OF OVER 25,000 POPULATION—Continued.

[Assistant superintendents, unless otherwise specified.]

City.	Assistant superintendents, and name or number of the district or division over which they have charge.	City.	Assistant superintendents, and name or number of the district or division over which they have charge.
Pittsburgh, Pa.....	Associate superintendents: R. M. Sherrard, East End District. S. S. Baker, South Side District. C. H. Garwood, North Side District.	Salt Lake City, Utah Lynchburg, Va..... Richmond, Va.....	G. H. Child. Lucy L. Davis. A. H. Hill. J. H. Binford.
Reading, Pa.....	Amanda E. Stout. D. E. Crosley.	Seattle, Wash.....	Frank E. Willard. T. R. Cole. Almina George.
Shenandoah, Pa....	Katherine McHale.	Tacoma, Wash.....	W. Q. Osburn.
Providence, R. I....	Wm. H. Eddy. Clara M. Polk. Ella L. Sweeney.	Madison, Wis.....	Mary A. O'Keefe.
El Paso, Tex.....	R. R. Jones.	Milwaukee, Wis....	A. E. Kagel. Frank Kroening. Leo Stern.
Fort Worth, Tex....	E. E. Edwards.	Sheboygan, Wis....	Addie Libert.
		Superior, Wis.....	Enid Dolan.

XV.—BUSINESS MANAGERS IN CITIES OF OVER 25,000 POPULATION.

City.	Business manager.	City.	Business manager.
Mobile, Ala.....	Richard Hines, Jr. ¹	Springfield, Mass...	Fred L. Ward.
Little Rock, Ark...	D. R. Fones.	Worcester, Mass...	Joseph Beals.
Los Angeles, Cal...	W. E. Record.	Battle Creek, Mich.	James Chisholm. ²
Oakland, Cal.....	D. W. Pratt.	Bay City, Mich.....	Frank F. Price.
Pasadena, Cal.....	N. G. Felker.	Calumet, Mich.....	Joseph Roberts.
San Diego, Cal.....	S. W. Belding. ¹	Detroit, Mich.....	Charles A. Gadd.
Colorado Springs, Colo.	T. J. Fox. ¹	Flint, Mich.....	H. L. Hills.
Denver, Colo.....	Harry V. Kepner.	Grand Rapids, Mich	H. N. Morrill.
Bridgeport, Conn...	John B. Wynkoop.	Jackson, Mich.....	J. F. Forward.
New Haven, Conn...	George T. Hewlett.	Kalamazoo, Mich...	H. W. Anderson.
Wilmington, Del...	Harry J. Guthrie. ¹	Lansing, Mich.....	Sylvia H. Hunter.
Atlanta, Ga.....	L. M. Landrum.	Saginaw, Mich.: ..	
Bloomington, Ill...	Horatio G. Bent.	East Side.....	Wm. C. Klumpp.
Chicago, Ill.....	Percy B. Coffin.	West Side.....	Chas. A. Khuen.
Decatur, Ill.....	Arthur Kinkade.	Minneapolis, Minn.	Geo. F. Womath.
Evanston (district No. 75), Ill.	Frances C. Robertson. ¹	St. Paul, Minn.....	Albert Wunderlick. ²
Peoria, Ill.....	M. X. Chuse.	Kansas City, Mo...	J. B. Jackson. ¹
Quincy, Ill.....	C. L. Sears.	St. Joseph, Mo.....	A. L. Loring.
Evansville, Ind...	Arthur L. Fisher.	St. Louis, Mo.....	(E. M. Brown. ²
Indianapolis, Ind...	George C. Hitt.	Springfield, Mo...	R. M. Milligan. ²
South Bend, Ind...	E. I. Kizer.	Butte, Mont.....	E. J. Hoffman. ¹
Terre Haute, Ind...	J. G. Cullings.	Lincoln, Nebr.....	J. Emory Rhelm.
Cedar Rapids, Iowa.	J. A. Motejl. ¹	Omaha, Nebr.....	E. Q. Ludlam. ¹
Clinton, Iowa.....	A. H. Paddock.	Atlantic City, N. J.	W. T. Bourke. ¹
Davenport, Iowa...	J. D. McCollister.	Bayonne, N. J.....	H. H. Young. ¹
Des Moines, Iowa...	A. L. Cilinile.	Camden, N. J.....	J. D. Boyd.
Dubuque, Iowa.....	Leo Palen.	East Orange, N. J...	J. W. F. Bleakly. ¹
Waterloo (West), Iowa.	J. E. Dempster.	Elizabeth, N. J.....	W. A. Clapp.
Kansas City, Kans.	E. L. Dennis.	Hoboken, N. J.....	Thos. F. Mackessy.
Topeka, Kans.....	M. C. Holman.	Orange, N. J.....	R. A. Marnell.
Wichita, Kans.....	J. L. Leland.	Passaic, N. J.....	W. G. McCurdy.
Covington, Ky.....	W. A. Shore.	Paterson, N. J.....	John F. Kelly.
Lexington, Ky.....	J. O. H. Simrall.	Trenton, N. J.....	Jas. F. Dunphy. ¹
Louisville, Ky.....	J. Earl Henry.	Mount Vernon, N. Y	Wm. A. Poland.
Newport, Ky.....	Emil Gerhardt.	Schenectady, N. Y.	E. Q. Bienvenu.
Shreveport, La....	C. E. Byrd.	Troy, N. Y.: ..	Clarence Osgbury.
Baltimore, Md.....	John H. Roche.	Union District.	Wm. A. Dunn.
Boston, Mass.....	William T. Keough.	Lansingburgh District.	Geo. H. Bradshaw.
Cambridge, Mass...	C. J. Church.	Charlotte, N. C.....	D. M. Abernethy.
Fall River, Mass...	Alfred R. Langlais.	Wilmington, N. C...	Chas. B. Newcomb.
Fitchburg, Mass....	N. C. Upham.	Canton, Ohio.....	P. H. Weber.
Lowell, Mass.....	Henry L. Williams.	Cincinnati, Ohio...	Chas. W. Handman.
Lynn, Mass.....	John C. S. Andrew. ¹	Cleveland, Ohio....	Frank G. Hogen.
Newton, Mass.....	Celia M. Chase. ¹	Columbus, Ohio....	Edw. B. MacFadden.
Salem, Mass.....	W. W. Andrew. ¹	Dayton, Ohio.....	C. J. Schmidt.
		Lorain, Ohio.....	E. Bruell.

¹ Secretary.² Purchasing agent.³ Commissioner of education.⁴ Supply commissioner.⁵ Commissioner of school buildings.

XV.—BUSINESS MANAGERS IN CITIES OF OVER 25,000 POPULATION—Continued.

City.	Business manager.	City.	Business manager.
Springfield, Ohio....	W. H. Thomas.	Chattanooga, Tenn.	H. D. Huffaker. ³
Toledo, Ohio.....	Edwin M. Gee.	Memphis, Tenn.....	G. W. Garner.
Youngstown, Ohio..	S. R. Creps.	Nashville, Tenn.....	H. S. Van Doren.
Muskogee, Okla....	Fred V. Maddin.	Dallas, Tex.....	I. G. Etheridge.
Oklahoma, Okla....	H. M. Fairry.	El Paso, Tex.....	C. M. Clark.
Portland, Oreg.....	H. H. Thomas.	Galveston, Tex.....	Edwin Bruce.
Altoona, Pa.....	C. M. Peifer.	Houston, Tex.....	W. Peine.
Easton, Pa.....	Raymond E. Peifer.	San Antonio, Tex....	Paul H. Scholz.
Eric, Pa.....	R. S. Scobell.	Waco, Tex.....	E. H. Vaden.
Harrisburg, Pa.....	D. D. Hammelbaugh.	Ogden, Utah.....	Bessie McCready.
Hazleton, Pa.....	D. T. Evans. ¹	Salt Lake City, Utah.	L. F. Judd.
Johnstown, Pa.....	Chas. H. Meyer.	Richmond, Va.....	C. P. Walford.
McKeesport, Pa....	W. T. Norton.	Seattle, Wash.....	Wylie Hemphill.
New Castle, Pa.....	Hugh M. Marquis.	Tacoma, Wash.....	Alfred Laster.
Philadelphia, Pa....	William Dick.	Huntington, W. Va..	W. H. Lyons.
Pittsburgh, Pa.....	Geo. W. Gerwig. ¹	Wheeling, W. Va....	Frank Stanton. ¹
Reading, Pa.....	Robt. E. Richardson.	Millwaukee, Wis....	Frank M. Harbach.
Scranton, Pa.....	George E. Haak.	Oshkosh, Wis.....	Walter Meyer.
York, Pa.....	David N. Crider. ¹	Racine, Wis.....	Joseph J. Moritz.
Providence, R. I....	H. S. Dorchester. ²	Superior, Wis.....	L. A. Nichols.
Charleston, S. C....			

¹ Secretary.² Purchasing agent.³ Commissioner of education.

XVI.—CHIEF MEDICAL INSPECTORS OR SCHOOL HEALTH OFFICERS IN CITIES OF OVER 25,000 POPULATION.

City.	Chief medical inspector or school health officer.	City.	Chief medical inspector or school health officer.
Birmingham, Ala...	Dr. J. S. McLester.	Joliet, Ill.....	Mary Ellen Kershaw. ²
Mobile, Ala.....	Dr. Toulmin Gaines.	Peoria, Ill.....	Mary R. Youncreen.
Montgomery, Ala...	Dr. Gibson Reynolds.	Rockford, Ill.....	Dr. F. M. Meisner.
Little Rock, Ark...	Dr. Ida J. Brooks.	Springfield, Ill....	Dr. D. W. Day.
Berkeley, Cal.....	Dr. J. J. Benton. ¹	Evansville, Ind....	Mary J. Heitman. ¹
Los Angeles, Cal...	I. R. Bancroft.	Fort Wayne, Ind....	Lena Boswell. ²
Oakland, Cal.....	Dr. Margaret Wythe.	Inlianapolis, Ind...	Dr. W. R. Cleveland.
Pasadena, Cal.....	Dr. R. C. Olmsted.	South Bend, Ind...	Dr. Chas. R. Dancer.
Sacramento, Cal...	Dr. G. C. Simmons.	Terre Haute, Ind...	Dr. H. G. Morgan.
San Diego, Cal.....		Cedar Rapids, Iowa	Dr. E. G. Freyermuth.
San Francisco, Cal..	Dr. T. D. Maher.	Clinton, Iowa.....	Dr. L. B. Miller.
San Jose, Cal.....	Dr. N. H. Bullock.	Council Bluffs, Iowa.	Dr. David E. Beardsley.
Colorado Springs, Colo.	Dr. O. R. Gillett.	Davenport, Iowa...	Dr. H. R. Sugg.
Pueblo, Colo.:		Des Moines, Iowa...	Dr. V. L. Treyner.
District No. 1....	Maude Rose. ²	Dubuque, Iowa....	Dr. James Dunn.
District No. 20...	Elizabeth Hopkins. ²	Sioux City, Iowa...	Dr. Fred Moore.
Bridgeport, Conn...	Dr. Walter H. Brown.	Waterloo, Iowa:	Maud Reeder.
Hartford, Conn.....	Dr. F. P. Botsford.	East Side.....	Anna Fobes.
Meriden, Conn.....	Dr. J. A. Cook.	West Side.....	Dr. E. F. Stevenson.
New Britain, Conn...	Dr. E. J. Dray.	Kansas City, Kans.	Dr. Waterbury.
New Haven, Conn...	Dr. Frank Zwick.	Topeka, Kans.....	Dr. C. W. McLaughlin.
New Haven (Westville district), Conn.	Dr. F. W. Wright.	Wichita, Kans.....	Mrs. Mary Grover.
Norwich, Conn.....	Dr. Marsh.	Covington, Ky.....	Genevieve Lill.
Stamford, Conn....	Dr. Louis Cassidy.	Lexington, Ky.....	Dr. R. J. Ertel.
Waterbury, Conn...	Dr. I. F. Carroll.	Louisville, Ky.....	Dr. John D. Maguire.
Washington, D. C...	Dr. R. G. Phillip.	Newport, Ky.....	Dr. T. W. Baker.
Jacksonville, Fla...	Dr. C. W. S. Frost.	New Orleans, La....	Dr. C. E. Wamsley.
Tampa, Fla.....	Dr. J. A. Murphy.	Shreveport, La.....	Dr. Edward North.
Atlanta, Ga.....	Dr. Wm. W. MacDonnell. ¹	Baltimore, Md.....	Dr. Edmund Moss.
Augusta, Ga.....	Dr. H. O. Snow.	Boston, Mass.....	Dr. A. P. Crain.
Macon, Ga.....	Dr. J. P. Kennedy.		Dr. John D. Blake.
Autors (East side), Ill.	Dr. A. A. Davidson.		Dr. William H. Devine.
	Dr. C. H. Richardson.		(A. L. Beals.
	Rose Krug.		W. E. Caswell.
Bloomington, Ill...	Dr. Godfrey.	Brockton, Mass....	W. W. Fullerton.
	Dr. Griffin.		G. A. Buckley.
Chicago, Ill.....	Dr. Vanderwort.	Brookline, Mass....	Dr. R. W. Hastings.
Danville, Ill.....	Dr. J. D. Robertson.	Cambridge, Mass...	(2).
Elgin, Ill.....	Pearl Stanton.	Chelsea, Mass.....	Dr. Wm. J. Randall.
Evansville, Ill:	Frances Teal.	Chicopee, Mass.....	Dr. Charles O'Brien.
District No. 75...		Everett, Mass.....	Dr. W. L. Howe.
District No. 76...	Dr. Mary Brooks Baird.	Fall River, Mass...	Dr. Samuel B. Morrisa.
	Dr. Mary Mars.	Fitchburg, Mass....	Dr. Wm. Thompson.
		Haverhill, Mass....	Dr. J. J. Fitzgerald.
		Holyoke, Mass.....	Dr. Harold E. Miner.

¹ City health officer.² School nurse.³ City board of health has charge.

XVI.—CHIEF MEDICAL INSPECTORS OR SCHOOL HEALTH OFFICERS IN CITIES OF OVER 25,000 POPULATION—Continued.

City.	Chief medical inspector or school health officer.	City.	Chief medical inspector or school health officer.
Lawrence, Mass.	(C).	Utica, N. Y.	Dr. J. W. Fleming.
Lowell, Mass.	(D).	Watertown, N. Y.	Dr. A. H. Allen.
Lynn, Mass.	Dr. M. B. Donovan.	Yonkers, N. Y.	Dr. Philip S. McCormick.
Malden, Mass.	Dr. W. W. Lougee.	Charlotte, N. C.	Dr. C. C. Hudson.
New Bedford, Mass.	W. G. Kirschbaum.	Wilmington, N. C.	Dr. C. E. Low.
Newton, Mass.	Dr. Francis G. Curtis.	Akron, Ohio.	Dr. T. C. Nisbett.
Northfield, Mass.	Dr. E. H. Howard.	Canton, Ohio.	Dr. I. B. Smock.
Quincy, Mass.	Dr. Wm. McCansland.	Cincinnati, Ohio.	Dr. Wm. H. Peters.
Salem, Mass.	Dr. G. E. Tucker.	Cleveland, Ohio.	Dr. E. A. Peterson.
Somerville, Mass.	Dr. C. C. Towle.	Columbus, Ohio.	Dr. C. F. Linhart.
Springfield, Mass.	Dr. E. H. Guild.	Dayton, Ohio.	Dr. Louis F. Bucher.
Taunton, Mass.	Dr. F. A. Murphy.	Hamilton, Ohio.	Dr. A. L. Smedley.
Worcester, Mass.	Dr. E. H. Trowbridge.	Lorain, Ohio.	Dr. C. R. Meek.
Battle Creek, Mich.	Elizabeth Martin. ¹	Newark, Ohio.	Dr. W. H. Knauss.
Bay City, Mich.	Dr. Mary Williams.	Springfield, Ohio.	Dr. F. B. Starr.
Detroit, Mich.	Dr. James W. Inches. ²	Toledo, Ohio.	Dr. Ralph Stewart.
Flint, Mich.	Dr. W. De Kneine.	Youngstown, Ohio.	Dr. H. E. Welch.
Grand Rapids, Mich.	Dr. C. C. Slemons. ³	Zanesville, Ohio.	Dr. G. W. McCormick.
Jackson, Mich.	Dr. Corwin S. Clarke.	Muskogee, Okla.	Dr. Emma S. Keith.
Kalamazoo, Mich.	F. Elizabeth Barrett.	Oklahoma, Okla.	Dr. H. H. Cloudman.
Lansing, Mich.	Ina M. Taylor. ¹	Portland, Oreg.	(1)
Saginaw, Mich.	Dr. Edith Hunsberger.	Allentown, Pa.	Dr. Thomas Weaver.
East Side.	Dr. J. H. Powers.	Altoona, Pa.	Dr. L. E. McKee.
West Side.	Dr. C. H. Schroeder.	Easton, Pa.	Dr. Sarah M. Davies.
Duluth, Minn.		Frie, Pa.	Mary Poore.
Minneapolis, Minn.	Dr. E. A. Meyerding.	Harrisburg, Pa.	Dr. H. R. Steadman.
St. Paul, Minn.	Dr. E. H. Bullock.	Johnstown, Pa.	Dr. Chas. S. Rebeck.
Kansas City, Mo.	Dr. H. De Laneter.		Dr. J. W. Bancroft.
St. Joseph, Mo.	Dr. James Stewart.	Lancaster, Pa.	Dr. W. D. Blankenship.
St. Louis, Mo.	Dora Stacy. ³		Dr. C. H. Witmer.
Springfield, Mo.	Catherine Combs. ³	McKeesport, Pa.	Dr. R. L. Steele.
Butte, Mont.	Margaret Ryan. ²	New Castle, Pa.	Dr. V. C. Wagner.
Lincoln, Nebr.	Dr. Katherine H. K. Wolfe.		Dr. A. R. Garner.
Omaha, Nebr.	Dr. E. T. Manning.	Norristown, Pa.	Dr. A. H. Read.
Manchester, N. H.	Dr. F. P. Scribner.		Dr. W. R. Roberts.
Nashua, N. H.	Dr. Mary A. Sweeney.	Philadelphia, Pa.	Dr. Bernard Kohn.
Atlantic City, N. J.	Dr. H. T. Harvey.	Pittsburgh, Pa.	Dr. Harry B. Burns. ²
Bayonne, N. J.	Dr. Frederick Gray.	Reading, Pa.	Dr. Heister Bucher.
Camden, N. J.	Dr. Henry H. Davis.	Scranton, Pa.	Dr. W. E. Keller.
East Orange, N. J.	Dr. W. L. Harrington.	Shenandoah, Pa.	Dr. J. S. Monahan.
Elizabeth, N. J.	Dr. Emma O. Gantz.	Wilkes-Barre, Pa.	Dr. Chas. B. Lewis.
Hoboken, N. J.	Dr. Jacob Reiner.	Williamsport, Pa.	Dr. F. W. Kunkle.
Jersey City, N. J.	Dr. Joseph F. Londrigan.	Newport, R. I.	(1)
Newark, N. J.	Dr. H. H. Brinkerhoff.	Pawtucket, R. I.	Dr. Charles H. French.
Orange, N. J.	Dr. Geo. J. Holmes.	Providence, R. I.	Dr. C. S. Chapin.
Paterson, N. J.	Dr. Ella A. Coughlan.	Warwick, R. I.	Dr. C. J. Astle.
Perth Amboy, N. J.	Dr. Walter L. Dunning.	Woonsocket, R. I.	Dr. W. F. Barry.
Trenton, N. J.	Dr. Wm. H. McCormick.	Columbia, S. C.	Dr. Edythe Welbourne.
West Hoboken, N. J.	(2)	Chattanooga, Tenn.	Dr. E. B. Wise.
Albany, N. Y.	Dr. Wm. A. Dracsel.	Nashville, Tenn.	Dr. E. L. Roberts.
Amsterdam, N. Y.	Dr. Clinton P. McCord.	Austin, Tex.	Mrs. N. B. Scott. ²
Auburn, N. Y.	Dr. Julius Schiller.	El Paso, Tex.	Dr. Hugh White.
Binghamton, N. Y.	Dr. L. Belle Richens.	Galveston, Tex.	Dr. C. T. Stone.
Buffalo, N. Y.	Dr. Edith M. Walker.	Houston, Tex.	Dr. F. J. Slataper.
Elmira, N. Y.	Dr. Francis E. Fronczak.	Waco, Tex.	Dr. J. R. Ferrell.
	Dr. John A. Bennett.	Ogden, Utah.	Mary A. Williams.
	Dr. H. W. Fudge.	Salt Lake City, Utah.	Dr. S. G. Paul.
Jamestown, N. Y.	Dr. F. C. Purcell.	Lynchburg, Va.	Dr. Mosby G. Parrow.
Kingston, N. Y.	Dr. Wm. M. Sill.	Norfolk, Va.	Dr. J. L. Stringfellow.
Mount Vernon, N. Y.	Dr. Henry Van Holvenberg.	Portsmouth, Va.	Dr. F. A. Hutton.
Newburgh, N. Y.	Dr. F. A. M. Bryant.	Richmond, Va.	Dr. N. T. Ennett.
New Rochelle, N. Y.	Dr. Emanuel L. Falk.	Roanoke, Va.	Dr. W. W. S. Butler.
New York, N. Y.	Dr. Carol T. Stevens.	Seattle, Wash.	Dr. Ira C. Brown.
Niagara Falls, N. Y.	(1)	Spokane, Wash.	Dr. J. E. Drake.
Poughkeepsie, N. Y.	Dr. Walter A. Scott.	Tacoma, Wash.	Dr. E. A. Layton.
Rochester, N. Y.	Dr. C. A. Crispell.	Huntington, W. Va.	Dr. E. R. Rader.
Schenectady, N. Y.	Dr. George Goler.	Wheeling, W. Va.	Dr. C. H. Keesor.
Syracuse, N. Y.	Dr. John E. Burke.	La Crosse, Wis.	Dr. J. M. Furstman.
Troy, N. Y.	Dr. Joseph C. Palmer.	Madison, Wis.	Dr. W. W. Stebbins.
Lansingburgh District.	Dr. Charles B. Sprague.	Milwaukee, Wis.	Dr. G. P. Barth.
Union District.	Dr. M. D. Dickinson.	Oshkosh, Wis.	Dr. A. H. Broche.
		Racine, Wis.	H. C. Baker.
		Superior, Wis.	Dr. H. A. Russell.

¹ City board of health has charge.
² Nine school physicians.
³ School nurse.

¹ City health officer.
² City director of hygiene.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION.

Location.	University or college.	Form, for women, or coeducational.	Name of president.	Name of head of department or school of education.
ALABAMA.				
Athens.....	Athens Female College..	Women.	Benjamin B. Glasgow, D. D.	Jane E. B. Brown, A. M.
Auburn.....	Alabama Polytechnic Institute.	Coed....	Charles G. Thach, LL. D.	Zebulon V. Judd, A. M.
Birmingham.....	Birmingham-Southern College.	Coed....	Carlton C. Daniel, D. D.	W. R. Bourne, A. M.
Do.....	Howard College.....	Coed....	John G. Dawson, LL. D.	W. E. Bohannon, A. M.
Marion.....	Judson College.....	Women.	Paul V. Bonar, D. D.	Paul F. Keeton, A. M.
Montevallo.....	Alabama Girls Technical Institute.	Women.	Thomas W. Palmer, LL. D.	Mary M. Brooke, A. M.
Montgomery.....	Woman's College of Alabama.	Women.	Mifflin W. Swartz, Ph. D.	Grace Lyman, A. M.
St. Bernard.....	St. Bernard College.....	Men.....	Bernard Menges, O. S. B.	
Spring Hill.....	Spring Hill College.....	Men.....	Edward Cummings, S. J.	
University.....	University of Alabama..	Coed....	George H. Denny, LL. D.	James J. Doster, LL. D.
ARIZONA.				
Tucson.....	University of Arizona...	Coed....	Rufus E. von Klein Smid, Sc. D.	Herbert H. Foster, Ph. D.
ARKANSAS.				
Arkadelphia.....	Henderson-Brown College.	Coed....	James M. Workman, LL. D.	
Do.....	Ouachita College.....	Coed....	Charles E. Dicken, D. D.	Mrs. E. M. Blake, A. B.
Batesville.....	Arkansas College.....	Coed....	Wm. S. Lacy, A. B.	Sidney Pickens, A. B.
Clarksville.....	Arkansas Cumberland College.	Coed....	Hubert S. Lyle, D. D.	
Conway.....	Central College.....	Women.	John W. Conger, LL. D.	Doak S. Campbell, A. B.
Do.....	Hendrix College.....	Coed....	John H. Reynolda, LL. D.	
Fayetteville.....	University of Arkansas..	Coed....	John C. Futrall, A. M.	James R. Jewell, Ph. D.
CALIFORNIA.				
Berkeley.....	University of California..	Coed....	Benj. Ide Wheeler, LL. D.	Alexis F. Lange, Ph. D.
Claremont.....	Pomona College.....	Coed....	James A. Blaisdell, D. D.	Edwin C. Norton, Ph. D.
Los Angeles.....	Occidental College.....	Coed....	Eliaz Evans, LL. D.	George F. Cook, Ph. D.
Do.....	University of Southern California.	Coed....	George F. Bovard, LL. D.	Thomas B. Stowell, LL. D.
Mills College.....	Mills College.....	Women.	Aurelia H. Reinhardt, Ph. D.	Kate Brouseau, Ph. D.
Oakland.....	St. Mary's College.....	Men.....	Brother Gregory.....	
Pasadena.....	Throop College of Technology.	Men.....	James A. B. Scherer, LL. D.	
Redlands.....	University of Redlands..	Coed....	Victor L. Duke, A. M.	Herbert E. Wise, A. M.
St. Helena.....	Pacific Union College...	Coed....	Charles W. Irwin, A. M.	Wm. G. Wirth, A. B.
San Francisco.....	St. Ignatius University..	Men.....	Patrick J. Fota, D. D.	James Hayes, S. J.
San Jose.....	College of the Pacific...	Coed....	John L. Seston, Ph. D.	J. William Harris, Ph. D.
Santa Clara.....	University of Santa Clara	Men.....	Walter Thornton, S. J.	Cornelius Buckley, S. J.
Stanford University.	Leland Stanford Junior University.	Coed....	Ray L. Wilbur, A. M.	Ellwood P. Cubberley, Ph. D.
Whittier.....	Whittier College.....	Coed....	Harry N. Wright, Ph. D.	Mrs. A. A. Rosenberger, A. B.
COLORADO.				
Boulder.....	University of Colorado...	Coed....	Livingston Farrand, LL. D.	Frank E. Thompson, A. B.
Colorado Springs.....	Colorado College.....	Coed....	Clyde A. Duniway, LL. D.	J. V. Breitwieser, Ph. D.
Denver.....	College of the Sacred Heart.	Men.....	J. J. Brown, S. J.....	
Fort Collins.....	Colorado Agricultural College.	Coed....	Chas. A. Lory, LL. D.	
Golden.....	Colorado School of Mines	Men.....	Victor C. Alderson, LL. D.	
Greeley.....	State Teachers College of Colorado.	Coed....	John G. Crabbe, LL. D.	T. C. McCracken, Ph. D.
Montclair.....	Colorado Woman's College.	Women.	J. W. Bailey, Ph. D...	Jay P. Treat, A. M.
University Park.....	University of Denver....	Coed....	Henry A. Buchtel, LL. D., chancellor.	Daniel E. Phillips, Litt. D.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
CONNECTICUT.				
Hartford.....	Trinity College.....	Men.....	Flavel S. Luther, LL. D.	Herbert Cameron, Ph. D.
Middletown.....	Wesleyan University....	Men....	William A. Shanklin, LL. D.	
New Haven.....	Yale University.....	Men.....	Arthur T. Hadley, LL. D.	
New London....	Connecticut College for Women.	Women.	Benjamin T. Marshall, A. M.	
Storrs.....	Connecticut Agricultur- al College.	Coed....	Charles L. Beach, B.S.	Theodore H. Eaton, Ph. D.
DELAWARE.				
Newark.....	Delaware College.....	Coed....	Samuel C. Mitchell, Ph. D.	George S. Counts, Ph. D.
DISTRICT OF COLUMBIA.				
Washington.....	American University....	Coed....	John W. Hamilton, L. H. D., chancellor.	Thomas E. Shields, Ph. D.
Do.....	Catholic University of America.	Men.....	Thomas J. Shahan, S. T. D., rector.	
Do.....	Gallaudet College.....	Coed....	Percival Hall, M. A....	William C. Ruediger, Ph. D. Lewis B. Moore, Ph. D.
Do.....	Georgetown University.	Men.....	John B. Creeden, Ph. D.	
Do.....	George Washington Uni- versity.	Coed....	Wm. M. Collier, LL. D.	
Do.....	Howard University (col- ored).	Coed....	J. Stanley Durkee, Ph. D.	
Do.....	St. John's College.....	Men.....	Brother Edward.....	
Do.....	Trinity College.....	Women.	Sister Catherine Alo- ysius, S. N. D.	
Do. (Takoma Park).	Washington Missionary College.	Coed....	Benjamin F. Mach- lan, A. M.	
FLORIDA.				
Deland.....	John B. Stetson Uni- versity.	Coed....	Lincoln Hulley, LL. D.	Daniel J. Blocker, D. D.
Gainesville.....	University of Florida....	Men.....	Albert A. Murphree, LL. D.	H. W. Cox, Ph. D.
Lake City.....	Columbia College.....	Coed....	Andrew P. Montague, LL. D.	Nathaniel M. Salley, A. B.
Sutherland.....	Southern College.....	Coed....	R. H. Alderman, A. B.	
Tallahassee.....	Florida State College for Women.	Women.	Edward Conradi, Ph. D.	
Winter Park....	Rollins College.....	Coed....	Calvin H. French, LL. D.	
GEORGIA.				
Athens.....	University of Georgia....	Men.....	David C. Barrow, LL. D., chancellor.	Thomas J. Woolter, LL. D.
Atlanta.....	Atlanta University (col- ored).	Coed....	Edward T. Ware, A. B.	George A. Towns, A. M.
Do.....	Georgia School of Tech- nology.	Men.....	Kenneth G. Matheson, LL. D.	Emmett P. Tracy, C. E.
Do.....	Morehouse College (col- ored).	Men.....	John Hope, A. M.....	E. C. Mitchell, A. B.
Do.....	Morris Brown Univer- sity (colored).	Coed....	William A. Fountain, D. D.	
College Park....	Cox College.....	Women.	Wm. S. Cox, B. Arch..	E. C. James, Litt. D.
Dahlonega.....	North Georgia Agricul- tural College.	Coed....	Gustavus R. Glenn, LL. D.	George W. Camp, A. M.
Decatur.....	Agnes Scott College....	Women.	Frank H. Gaines, LL. D.	Sara P. White, Ph. D.
Demorest.....	Piedmont College.....	Coed....	Frank E. Jenkins, D. D.	Carl C. Guile, A. M.
Forsyth.....	Bessie Tift College.....	Women.	Joshua H. Foster, D. D.	T. J. Simmons, LL. D.
Gainesville.....	Brenau College.....	Women.	Haywood J. Pearce, Ph. D.	
Lagrange.....	Lagrange Female Col- lege.	Women.	Daisey Davies.....	Roberta Black, A. M.
Do.....	Southern Female Col- lege.	Women.	M. W. Hatton, A. M..	
Macon.....	Mercer University.....	Men.....	Rufus W. Weaver, D. D.	Peyton Jacob, A. M.
Do.....	Wesleyan Female Col- lege.	Women.	C. R. Jenkins, D. D....	Lois Rogers, A. M.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
GEORGIA—con.				
Oglethorpe Uni- versity.	Oglethorpe University..	Men.....	Thornwell Jacobs, L.L. D.	Isaac H. Miller, A. B.
Oxford.....	Emory University.....	Men.....	James E. Dickey, D.D.	
Rome.....	Shorter College.....	Women.	A. W. Van Hoose.	
South Atlanta.....	Clark University (col- ored).	Coed....	Harry A. King, D. D.	
HAWAII.				
Honolulu.....	College of Hawaii.....	Coed....	Arthur L. Dean, Ph.D.	
IDAHO.				
Caldwell.....	College of Idaho.....	Coed....	William J. Boone, D. D.	Payne A. Boulton, A. M.
Moscow.....	University of Idaho.....	Coed....	Ernest H. Lindley, Ph. D.	Phillip Soulen, A. M.
ILLINOIS.				
Abingdon.....	Hedding College.....	Coed....	Walter D. Agnew, D.D.	A. J. Bissinger, A. M.
Aurora.....	Aurora College.....	Coed....	Orrin R. Jenks, A. B.	John W. Henninger, B. S.
Bloomington.....	Illinois Wesleyan Uni- versity.	Coed....	Theodore Kemp, L.L. D.	
Bourbonnais.....	St. Viator College.....	Men.....	J. F. Ryan, C. S. V....	Letta Simmons, A. B.
Carthage.....	Carthage College.....	Coed....	Harvey D. Hoover, Ph. D.	
Chicago.....	Armour Institute of Technology.	Men.....	Frank W. Gunsaulus, L.L. D.	Charles H. Judd, L.L. D.
Do.....	De Paul University.....	Coed....	F. X. McCabe, L.L. D.	
Do.....	Lewis Institute.....	Coed....	George N. Carman, A. M., director.	
Do.....	Loyola University.....	Men.....	John B. Furay, S. J....	
Decatur.....	University of Chicago.....	Coed....	Harry Pratt Judson, L.L. D.	L. B. Henderson, A. M.
Decatur.....	James Millikin Uni- versity.	Coed....	A. R. Taylor, L.L. D.	Silas Jones, A. M.
Eureka.....	Eureka College.....	Coed....	H. O. Pritchard, L.L.D.	Elmer E. Jones, Ph. D.
Evanston.....	Northwestern Uni- versity.	Coed....		
Ewing.....	Ewing College.....	Coed....	H. M. Tipsword, Ph.D.	Wm. A. Raub, Ph. D.
Galesburg.....	Knox College.....	Coed....	James L. McConaughy, Ph. D.	
Do.....	Lombard College.....	Coed....	Joseph M. Tilden, L.L. D.	Luther J. Pollard, A. M.
Greenville.....	Greenville College.....	Coed....	Eldon Grant Burritt, A. M.	J. P. McCoy, A. M.
Jacksonville.....	Illinois College.....	Coed....	Charles H. Rammel- kamp, Ph. D.	
Do.....	Illinois Woman's Col- lege.	Women.	Joseph R. Harker, Ph. D.	Jeanette Benson, A. B.
Lake Forest.....	Lake Forest College.....	Coed....	Henry W. Wright, Ph. D.	W. C. Walton, Ph. D.
Lebanon.....	McKendree College.....	Coed....	E. P. Baker, A. M. acting.	
Lincoln.....	Lincoln College.....	Coed....	M. R. Laird, Ph. D.	H. D. Rickert, A. B.
Monmouth.....	Monmouth College.....	Coed....	Thos. H. McMichael, D. D.	Milton M. Maynard, A. B.
Naperville.....	Northwestern College.....	Coed....	Edward E. Rall, Ph.D.	Margaret O. Fitzhugh, A. M.
Rockford.....	Rockford College.....	Women.	Julia H. Gulliver, L.L. D.	
Rock Island.....	Augustana College.....	Coed....	Gustav A. Andreen, D. D.	Axel R. Wallin, Ph. D.
Upper Alton.....	Shurtleff College.....	Coed....	George M. Potter, A.M.	W. W. Charters, Ph. D.
Urbana.....	University of Illinois.....	Coed....	Edmund J. James, L.L. D.	
Wheaton.....	Wheaton College.....	Coed....	Charles A. Blanchard, D. D.	Wm. F. Rice, A. M.
INDIANA.				
Bloomington.....	Indiana University.....	Coed....	William L. Bryan, L.L. D.	Henry L. Smith, Ph. D.
Crawfordsville.....	Wabash College.....	Men.....	Geo. Lewes Mackin- tosh, L.L. D.	George H. Tapy, A. M.
Earlham.....	Earlham College.....	Coed....	David M. Edwards, Ph. D.	Horace F. Martin, A. M.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
INDIANA—COLL.				
Franklin.....	Franklin College.....	Coed...	Charles E. Goodall, LL. D.	John L. Boyd, Ph. D.
Goshen.....	Goshen College.....	Coed...	George J. Lapp, A. B.	John J. Fisher, A. M.
Greencastle.....	De Pauw University.....	Coed...	Geo. R. Grose, LL. D.	John A. Clement, Ph. D.
Hanover.....	Hanover College.....	Coed...	William A. Mills, LL. D.	
Indianapolis.....	Burler College.....	Coed...	Thomas C. Howe, Ph. D.	Eljah Jordan, Ph. D.
Do.....	Indiana Central Univer- sity.	Coed...	Irby J. Good, A. M.	H. W. Marshall, A. M.
La Fayette.....	Purdue University.....	Coed...	Winthrop E. Stone, LL. D.	George L. Roberts, A. M.
Merom.....	Union Christian College.....	Coed...	C. B. Hershey, D. D.	
Notre Dame.....	St. Mary's College and Academy.	Women.	Mother M. Pauline.....	
Do.....	University of Notre Dame.	Men.....	John Cavanaugh, D. D.	
Oakland City.....	Oakland City College.....	Coed...	Wm. P. Dearing.....	
Terre Haute.....	Rose Polytechnic Insti- tute.	Men.....	Carl L. Mees, Ph. D.	
Upland.....	Taylor University.....	Coed...	Monroe Vayhinger, D. D.	I. B. Peavy, M. Ed.
Valparaiso.....	Valparaiso University...	Coed...	Oliver P. Kinsey, A. M.	George W. Neet, Ph. D.
Vincennes.....	Vincennes University...	Coed...	William Halnon, A. M.	Sara J. Morrissey, A. M.
IOWA.				
Ames.....	Iowa State College of Agriculture and Me- chanic Arts.	Coed...	Raymond A. Pearson, LL. D.	Guy M. Wilson, A. M.
Cedar Falls.....	Iowa State Teachers Col- lege.	Coed...	Homer H. Searley, LL. D.	G. W. Walters, M. A, acting.
Cedar Rapids.....	Coe College.....	Coed...	John A. Marquis, LL. D.	Alexander O. Robble, A. M.
Clinton.....	Wartburg College.....	Men.....	John Fritschel, A. M.	
Davenport.....	St. Ambrose College.....	Men.....	Wm. L. Hannou, A. M.	Oscar A. Tingelstad, A. M.
Decorah.....	Luther College.....	Men.....	Christian K. Preus, A. B.	J. P. Stephenson, Ph. D.
Des Moines.....	Des Moines College.....	Coed...	John A. Earl, D. D.	Wm. F. Varr, A. M.
Do.....	Drake University.....	Coed...	A. Helmes.....	J. B. Harbers, A. M.
Dubuque.....	Dubuque College.....	Men.....	John C. Stuart, S. T. L.	
Dubuque.....	Dubuque College and Seminary.	Coed...	C. M. Steffens, D. D.	
Fairfield.....	Parsons College.....	Coed...	R. A. Montgomery, LL. D.	John E. Winter, A. M.
Fayette.....	Upper Iowa University..	Coed...	Chauncey P. Cole- grove, Sc. D.	Wm. C. Mongold, A. M.
Grinnell.....	Grinnell College.....	Coed...	John H. T. Main, LL. D.	L. D. Hartson, Ph. D.
Hopkinton.....	Lenox College.....	Coed...		Ely V. Laughlin, A. B.
Indianola.....	Simpson College.....	Coed...	James W. Campbell, Ph. D.	R. A. Cummins, Ph. D.
Iowa City.....	State University of Iowa.....	Coed...	Walter A. Jessup, Ph. D.	Wm. F. Russell, Ph. D.
Iowa Falls.....	Elsworth College.....	Coed...	Ido F. Meyer, A. M.	Harold C. Bingham, A. M.
Mount Pleasant.....	Iowa Wesleyan College..	Coed...	Edwin A. Schell, D. D.	Elmer E. Lymer, A. M.
Mount Vernon.....	Cornell College.....	Coed...	Charles W. Flint, LL. D.	John E. Stout, Ph. D.
Oskaloosa.....	Penn College.....	Coed...	Henry E. McGrew, D. D.	Ella H. Stokes, Ph. D.
Pella.....	Central University of Iowa.	Coed...	Milton J. Hoffman, A. M.	Frank M. Phillips, A. M.
Sioux City.....	Morningside College.....	Coed...	Alfred E. Craig, D. D.	E. A. Brown, A. M.
Storm Lake.....	Buena Vista College.....	Coed...	Stanton Olinger, Ph. D.	Mrs. F. W. Harrison, A. M.
Tabor.....	Tabor College.....	Coed...	Nelson Wehrhan, D. D.	C. W. Shroeder, A. M.
University Park.....	Central Holiness Uni- versity.	Coed...	J. L. Brasher, D. D.	Roy O. Brown, A. M.
KANSAS.				
Atchison.....	Midland College.....	Coed...	Rufus B. Peery, Ph. D.	Fred S. Sorrelson, A. M.
Do.....	St. Benedict's College...	Men.....	Innocent Wolf, D. D.	

**XIIV.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF
EDUCATION—Continued.**

Location.	University or college.	Form, for women, or coeducational.	Name of president.	Name of head of department or school of education.
KANSAS—contd.				
Baldwin City.....	Baker University.....	Coed....	Samuel A. Lough, Ph. D.	Lillian Scott, A. M.
Emporia.....	College of Emporia.....	Coed....	Frederick W. Lewis, D. D.	Conrad Vandervelde, A. M.
Highland.....	Highland College.....	Coed....	W. Gilbert James, Ph. D.	
Kansas City.....	Kansas City Univer- sity.	Coed....	J. H. Lucas, LL. D., chancellor.	Wm. S. Reese, D. D.
Lawrence.....	University of Kansas.....	Coed....	Frank Strong, LL. D.	F. J. Kelley, Ph. D.
Lindsborg.....	Bethany College.....	Coed....	Ernst F. Philblad, D. D.	Anna A. Carlson.
McPherson.....	McPherson College.....	Coed....	Daniel W. Kurtz, D. D.	Ammon Swope, A. M.
Manhattan.....	Kansas State Agricul- tural College.	Coed....	Wm. M. Jardine, LL. D.	Edwin L. Holton, A. B.
Ottawa.....	Ottawa University.....	Coed....	Silas E. Price, D. D....	Forrest A. Kingsbury, A. M.
St. Marys.....	St. Marys College.....	Men.....	Wm. J. Wallace, A. M.	
Salina.....	Kansas Wesleyan Uni- versity.	Coed....		Albert H. King, M. Ed.
Sterling.....	Cooper College.....	Coed....	Ross T. Campbell, D. D.	Althea E. Montgomery, A. M.
Topeka.....	Washburn College.....	Coed....	Farley P. Womer, Sc. D.	E. Leigh Mudge, Ph. D.
Wichita.....	Fairmount College.....	Coed....	Walter H. Rollins, D. D.	W. G. Binnewies, A. M.
Do.....	Friends University.....	Coed....	W. O. Mendenhall, Ph. D.	H. C. Fellows, Ph. D.
Winfield.....	Southwestern College.....	Coed....	Frank E. Mossman, D. D.	O. B. Baldwin, A. M.
KENTUCKY.				
Berea.....	Berea College.....	Coed....	Wm. G. Frost, D. D....	Cloyd N. McAllister, Ph. D.
Bowling Green.....	Orden College.....	Men.....	Wm. M. Pearce, A. B.	
Danville.....	Central University of Kentucky.	Men.....	Wm. A. Ganfield, Ph. D.	Henry Meier, Ph. D.
Georgetown.....	Georgetown College.....	Coed....	Malton B. Adams, D. D.	A. L. Rhoton, A. M.
Hopkinsville.....	Bethel Female College..	Women.	Clara B. Thompson, A. B.	
Lexington.....	University of Ken- tucky.	Coed....	Frank L. Mevey, LL. D.	J. T. C. Noe, A. M.
Do.....	Pennsylvania College.....	Coed....	Richard H. Crossfield, LL. D.	Wm. C. Bower, A. M.
Louisville.....	University of Louisville.	Coed....	John Patterson, LL. D., dean.	
Russellville.....	Bethel College.....	Men.....	Robert H. Tandy, D. D.	
St. Mary.....	St. Marys College.....	Men.....	Michael Jaglowicz, C. R.	
Winchester.....	Kentucky Wesleyan College	Coed....	J. L. Clark, LL. D....	
LOUISIANA.				
Baton Rouge.....	Louisiana State Uni- versity and Agricul- tural and Mechanical College.	Coed....	Thomas D. Boyd, LL. D.	Delmar T. Powers, A. M.
Clinton.....	Silliman Collegiate In- stitute.	Women.	U. B. Currie.....	
Convent.....	Jefferson College.....	Men.....	R. H. Smith, S. M....	
New Orleans.....	H. Sophie Newcomb Memorial College.	Women.	Brandt V. B. Dixon, LL. D.	John M. Fletcher, Ph. D.
Do.....	Loyola University.....	Men.....	Alphonus E. Otis, S. J.	Michael J. Walsh, S. J.
Do.....	Tulane University of Louisiana.	Men.....	Albert B. Dinwiddie, LL. D.	
Pineville.....	Louisiana College.....	Coed....	C. Cottingham, A. M..	
MAINE.				
Brunswick.....	Bowdoin College.....	Men.....	Kenneth C. M. Sills, LL. D.	
Lewiston.....	Bates College.....	Coed....	George C. Chase, LL. D.	Robert A. F. McDonald, Ph. D.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
MAINE—contd.				
Orono.....	University of Maine.....	Coed....	Robert J. Aley, LL. D.	Wm. E. Fuller, A. M., Ph. D.
Van Buren.....	Van Buren College (St. Mary's).....	Men.....	C. J. Barth.....	
Waterville.....	Colby College.....	Coed....	Arthur J. Roberts, A. M.	
MARYLAND.				
Annapolis.....	St. John's College.....	Men.....	Thomas Fell, LL. D.	
Do.....	United States Naval Academy.....	Men.....	Capt. Edward W. Eberle superin- tendent.	
Baltimore.....	Goucher College.....	Women.	Wm. W. Guth, Ph. D.	Agnes L. Rogers, Ph. D.
Do.....	Johns Hopkins Univer- sity.....	Coed....	Frank J. Goodnow, LL. D.	Edward F. Bochner, Ph. D.
Do.....	Morgan College (colored)	Coed....	John O. Spencer, Ph. D.	Wm. Pickens, Litt. D.
Do.....	Mount St. Joseph's Col- lege.....	Men.....	Brother James, A. B.	
Do.....	Notre Dame College of Maryland.....	Women.	Sister Mary Florentine	
Chestertown.....	Washington College.....	Coed....		
College Park.....	Maryland State College of Agriculture.....	Men.....	Alfred F. Woods, D. Agr.	H. F. Cotterman, A. M.
Ellicott City.....	Rock Hill College.....	Men.....	Brother Plus, A. B.	
Emmitsburg.....	Mount St. Mary's Col- lege.....	Men.....	Bernard J. Bradley, LL. D.	
Frederick.....	Hood College.....	Women.	Joseph H. Apple, LL. D.	Benj. W. Daily, A. M.
Lutherville.....	Maryland College for Women.....	Women.	Beekman O. Rouse, A. B.	
New Windsor.....	Blue Ridge College.....	Coed....	F. F. Holsopple, LL. D.	
Westminster.....	Western Maryland Col- lege.....	Coed....	Thomas H. Lewis, LL. D.	Walter F. Clayton, Ph. D.
MASSACHUSETTS.				
Amherst.....	Amherst College.....	Men.....	Alexander Meiklejohn, Ph. D.	
Do.....	Massachusetts Agricul- tural College.....	Coed....	Kenyon L. Butter- field, LL. D.	Wm. R. Hart, A. M.
Boston.....	Boston University.....	Coed....	Lemuel H. Murlin, D. D.	Arthur H. Wilds, Ph. D.
Do.....	Simmons College.....	Women.	Henry Lefavour, LL. D.	Sarah L. Arnold, A. M.
Cambridge.....	Harvard University.....	Men.....	Abbott Lawrence Lowell, LL. D.	Henry W. Holmes, A. M.
Do.....	Massachusetts Institute of Technology.....	Coed....	Richard C. Maclaurin, LL. D.	
Do.....	Radcliffe College.....	Women.	Le Baron R. Briggs, LL. D.	Henry W. Holmes, A. M.
Chestnut Hill.....	Boston College.....	Men.....	Charles W. Lyons, S. J.	
Lowell.....	Lowell Textile School.....	Men.....	Chas. H. Eames, B. S.	
Northampton.....	Smith College.....	Women.	William A. Neilson, LL. D.	Harvey G. Townsend, Ph. D.
Norton.....	Wheaton College.....	Women.	Samuel V. Cole, LL. D.	Walter O. McIntire, Ph. D.
South Hadley.....	Mount Holyoke College..	Women.	Mary E. Woolley, LL. D.	Colin A. Scott, Ph. D.
Springfield.....	International Young Men's Christian As- sociation College.....	Men.....	Lawrence L. Doggett, D. D.	
Tufts College.....	Tufts College.....	Coed....	Hermion C. Bumpus, LL. D.	Karl Schmidt, Ph. D.
Wellesley.....	Wellesley College.....	Women.	Ellen F. Pendleton, LL. D.	Arthur O. Norton, A. M.
Williamstown.....	Williams College.....	Men.....	Harry A. Garfield, LL. D.	
Worcester.....	Clark University.....	Men.....	G. Stanley Hall, LL. D.	Wm. H. Burnham, Ph. D.
Do.....	Clark College.....	Men.....	Edmund Clark San- ford, LL. D.	Ludwig R. Goldner, Ph. D.
Do.....	College of the Holy Cross.	Men.....	Joseph N. Dinand, S. J.	James A. Mullen, S. J.
Do.....	Worcester Polytechnic Institute.....	Men.....	Ira N. Hollis, Sc. D.	

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	Form, for women, or coeducational.	Name of president.	Name of head of department or school of education.
MICHIGAN.				
Adrian.....	Adrian College.....	Coed....	Harlan L. Feeman, D. D.	O. R. Stilson, A. M.
Albion.....	Albion College.....	Coed....	Samuel Dickie, LL. D.	Delos Fall, LL. D.
Alma.....	Alma College.....	Coed....	Harry Means Crooks, A. B.	George B. Randels, Ph. D.
Ann Arbor.....	University of Michigan..	Coed....	Harry B. Hutchins, LL. D.	Allen S. Whitney, A. B.
Berrien.....	Emmanuel Missionary College.	Coed....	Frederick Griggs.	
Detroit.....	University of Detroit..	Men.....	Wm. T. Doran, S. J....	Simon J. Nicolas, S. J.
East Lansing.....	Michigan Agricultural College.	Coed....	Frank S. Kedzie, Sc.D.	Walter H. French, M. S.
Hillsdale.....	Hillsdale College.....	Coed....	Joseph W. Mauck, LL. D.	W. H. Mack.
Holland.....	Hope College.....	Coed....	Edward D. Dimment, A. M.	Carl J. Knock, Ph. D.
Houghton.....	Michigan College of Mines.	Men.....	Fred W. McNair, Sc. D.	
Kalamazoo.....	Kalamazoo College.....	Coed....	Herbert L. Stetson, LL. D.	
Olivet.....	Olivet College.....	Coed....	Theodore H. Wilson, A. M.	Olga O. Latham, A. M.
MINNESOTA.				
Collegeville.....	St. John's University...	Men.....	Peter Engle, Ph. D...	Kilian Held, A. M.
Minneapolis.....	Augsburg Seminary.....	Men.....	George Sverdrup, M.A.	
Do.....	University of Minnesota.	Coed....	Marion Le Roy Burton, LL. D.	Lotus D. Coffman, Ph. D.
Northfield.....	Carleton College.....	Coed....	Donald J. Cowling, Ph. D.	Leal A. Headley, Ph. D.
Do.....	St. Olaf College.....	Coed....	L. W. Boe, A. B.....	Julius Boraas, Ph. D.
St. Paul.....	College of St. Catherine..	Women..	Sister Antonia, A. M..	Sister Ste. Helene, A. M.
Do.....	College of St. Thomas....	Men.....	Humphrey Moynihan, D. D.	Joseph A. Schabert, A. M.
Do.....	Hamline University.....	Coed....	Samuel F. Kerfoot, D. D.	George S. Innis, Ph. D.
Do.....	Macalester College.....	Coed....	Elmer A. Bess, D. D..	Andrew W. Anderson, A. M.
St. Peter.....	Gustavus Adolphus College.	Coed....	Oscar J. Johnson, B. D.	S. L. Reed, Ph. D.
Winona.....	College of St. Teresa.....	Women..	Mother M. Leo Tracy..	Mary A. Molloy, Ph. D.
MISSISSIPPI.				
Agricultural College.	Mississippi Agricultural and Mechanical College.	Coed....	W. H. Smith.....	James V. Bowen, Ph. B.
Blue Mountain..	Blue Mountain College..	Women..	W. J. Lowrey, LL. D..	O. G. Davis, B. D.
Brookhaven.....	Whitworth Female College.	Women..	I. W. Cooper, D. D....	
Clinton.....	Mississippi College.....	Men.....	John W. Provine, LL. D.	Wm. H. Weathersby, A. M.
Columbus.....	Mississippi Industrial Institute and College.	Women..	Henry L. Whitfield, LL. D.	Anne L. Fant, A. M.
Grenada.....	Grenada College.....	Women..	J. R. Countiss, A. B..	Emma H. Gifford, B. S.
Holly Springs...	Rust College (colored)...	Coed....	George Evans, D. D..	Olive M. Jones, A. B.
Jackson.....	Belhaven College.....	Women..	W. H. Frazer, D. D..	Stuart G. Noble, Ph. D.
Do.....	Mississippi College.....	Coed....	Alexander F. Watkins, D. D.	
Meridian.....	Meridian College.....	Coed....	J. W. Beeson, LL. D..	J. A. Smith, A. M.
University.....	University of Mississippi.	Coed....	Joseph N. Powers, LL. D., chancellor.	R. W. Rogers, A. M.
MISSOURI.				
Cameron.....	Missouri Wesleyan College.	Coed....	Cameron Harmon, D. D.	Emily Dexter, A. M.
Canton.....	Culver-Stockton College.	Coed....	John H. Wood, D. D..	George E. Breece, A. M.
Columbia.....	University of Missouri..	Coed....	Albert Ross Hill, LL. D.	Jesse H. Coursault, Ph. D.
Fayette.....	Central College.....	Coed....	Paul H. Linn, D. D..	Roy C. Holl, A. B.
Fulton.....	Westminster College.....	Men.....	E. E. Reed, D. D....	
Lexington.....	Central College for Women.	Women..	Z. M. Williams, D. D.	Nelle M. Ward, A. M.
Liberty.....	William Jewell College..	Men.....	John P. Greene, LL. D.	W. O. Lewis, Ph. D.
Marshall.....	Missouri Valley College.	Coed....	Wm. H. Black, LL. D.	John J. Dynes, A. M.
Parkville.....	Park College.....	Coed....	Frederick W. Hawley, D. D.	W. A. Cook, A. M.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	Form for women, or coeducational.	Name of president.	Name of head of department or school of education.
MISSOURI—con.				
St. Louis.....	St. Louis University.....	Men.....	Bernard J. Otting, S. J.	Edgar J. Swift, Ph. D.
Do.....	Washington University.....	Coed.....	Frederic A. Hall, LL. D., chancellor.	
Springfield.....	Drury College.....	Coed.....	Thomas W. Nadal, Ph. D.	Joseph T. Williams, Ph. D.
Tarkio.....	Tarkio College.....	Coed.....	Joseph A. Thompson, D. D.	Frank O. Spohrer, B. S.
Warrenton.....	Central Wesleyan College.	Coed.....	Otto E. Krieger, D. D.	
MONTANA. ¹				
Bozeman.....	Montana College of Agriculture and Mechanic Arts.	Coed.....	J. M. Hamilton, M. S.	M. J. Abbey, A. B.
Butte.....	Montana State School of Mines.	Coed.....	Charles H. Bowman, M. S.	
Missoula.....	University of Montana.	Coed.....	Edward O. Sisson, Ph. D.	
NEBRASKA.				
Bellevue.....	Bellevue College.....	Coed.....	David R. Kerr.....	Mrs. A. O. Thomas
Bethany.....	Cotner University.....	Coed.....	Andrew D. Harmon, A. M.	
College View.....	Union College.....	Coed.....	Harry A. Morrison, A. M.	M. P. Robinson.
Crete.....	Doane College.....	Coed.....	Wm. O. Allen, Ph. D.	A. G. Heynor, A. M. George Sutherland, D. D.
Grand Island.....	Grand Island College.....	Coed.....	Edward F. Jordan, D. D.	
Hastings.....	Hastings College.....	Coed.....	B. B. Crane, Ph. B.	F. E. Weyer, A. M.
Lincoln.....	University of Nebraska ² .	Coed.....	Samuel Avery, LL. D., chancellor.	Charles Fordyce, Ph. D.
Omaha.....	Creighton University.....	Men.....	F. X. McMenamy, S. J.	Robert M. Kelley, S. J.
Do.....	University of Omaha.....	Coed.....	Daniel E. Jenkins, Ph. D.	P. R. Stevenson, A. M.
University Place.	Nebraska Wesleyan University.	Coed.....	Isaac B. Schreckengast, S. T. B.	B. E. McProud, A. M.
York.....	York College.....	Coed.....	M. O. McLaughlin, D. D.	Guy Buswell, A. M.
NEVADA.				
Reno.....	State University of Nevada.	Coed.....	Walter E. Clark, Ph. D.	James Reed Young, A. M., acting
NEW HAMPSHIRE.				
Durham.....	New Hampshire College of Agriculture and Mechanic Arts.	Coed.....	Ralph D. Hetzel, LL. B.	Charles L. Simmes, B. A.
Hanover.....	Dartmouth College.....	Men.....	Ernest M. Hopkins, LL. D.	
Manchester.....	St. Anselm's College.....	Men.....	Abbot Ernest, O. S. B.	
NEW JERSEY.				
Convent Station..	College of St. Elizabeth..	Women.	Sister Mary Pauline, LL. D.	Sister Regina Clare, B. S.
Hoboken.....	Stevens Institute of Technology.	Men.....	Alexander C. Humphreys, LL. D.	
Jersey City.....	St. Peter's College.....	Men.....	James F. McDermott, S. J.	
Kenilworth.....	Upsala College.....	Coed.....	Peter Froberg, B. D.	Charles H. Elliott, Ph. D.
New Brunswick..	Rutgers College.....	Men.....	Wm. H. S. Demarest, LL. D.	
Princeton.....	Princeton University....	Men.....	John Grier Hibben, LL. D.	
South Orange....	Seton Hall College.....	Men.....	Jas. F. Mooney, LL. D.	
NEW MEXICO.				
Albuquerque.....	University of New Mexico.	Coed.....	David R. Boyd, Ph. D.	Charles E. Hodgins, B. Ed.
Socorro.....	New Mexico School of Mines.	Coed.....	A. X. Illinaki, Met. E.	John H. Vaughan, A. M.
State College.....	New Mexico College of Agriculture and Mechanic Arts.	Coed.....	Austin D. Crile.....	

¹ Chancellor of the University of Montana, Edward C. Elliot, Ph. D.² Graduate School of Education, G. W. A. Luckey, Ph. D.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	Forman, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
NEW YORK.				
Albany.....	New York State College for Teachers.	Coed....	A. R. Brubacher, Ph. D.	Leonard A. Blue, Ph. D.
Alfred.....	Alfred University.....	Coed....	Boothe C. Davis, LL.D.	Ford S. Clarke, Ph. B.
Annandale.....	St. Stephen's College.....	Men.....	Wm. C. Rodgers, D.D.	
Aurora.....	Wells College.....	Women..	Kerr D. Macmillan, S. T. D.	
Brooklyn.....	Adelphi College.....	Coed....	Frank D. Blodgett, LL. D.	James W. Park, A. M.
Do.....	College of St. Francis Xavier.	Men.....	Joseph H. Rockwell, S. J.	
Do.....	Polytechnic Institute of Brooklyn.	Men.....	Fred. W. Atkinson, Ph. D.	
Do.....	St. Francis College.....	Men.....	Brother David, O.S.F.	
Do.....	St. John's College.....	Men.....	John W. Moore, LL.D.	
Buffalo.....	Canisius College.....	Men.....	Geo. J. Krim, S. J.	
Do.....	University of Buffalo.....	Coed....	Chas. F. Norton, chan- cellor.	Mary H. Lewis.
Canton.....	St. Lawrence University	Coed....	Edwin L. Hallett, A.M., acting.	Charles M. Rebert, A. M.
Clinton.....	Hamilton College.....	Men.....	Frederick C. Ferry, LL. D.	William H. Squires, Ph. D.
Elmira.....	Elmira College.....	Women..	Frederick Lent, Ph. D.	John R. Tuttle, Ph. D.
Geneva.....	Hobart College.....	Coed....	Lyman P. Powell, A.B.	
Hamilton.....	Colgate University.....	Men.....	Elmer B. Bryan, LL. D.	Malbourne S. Read, Ph. D.
Ithaca.....	Cornell University.....	Coed....	Jacob G. Scharman, LL. D.	George P. Bristol, A. M.
New Rochelle....	College of New Rochelle.	Women..	Joseph F. Mooney, D. D.	M. M. Xavier, A. M.
New York.....	Barnard College.....	Women..	Virginia C. Gilder- sleeve, Ph. D., dean.	
Do.....	College of the City of New York.	Men.....	Sidney E. Meese, LL. D.	Stephen P. Duggan, Ph. D.
Do.....	Columbia University....	Coed....	Nicholas M. Butler, LL. D.	(1)
Do.....	Fordham University.....	Men.....	Jos. A. Mulry, Ph. D.	
Do.....	Hunter College of the City of New York.	Women..	George S. Davis, LL. D.	James M. Kieran, LL. D.
Do.....	Manhattan.....	Men.....	Brother Edward, A. B.	F. J. Plattler, A. M.
Do.....	New York University....	Coed....	Elmer Ellsworth Brown, LL.D., chan- cellor.	Thomas M. Balliet, Ph. D.
Do.....	Teachers College.....	Coed....	James E. Russell, LL. D., dean.	
Niagara Univer- sity.	Niagara University.....	Men.....	Wm. F. Likty, C. M.	
Potsdam.....	Clarkson College of Tech- nology.	Men.....	John P. Brooks, Sc.D., director.	
Poughkeepsie..	Vassar College.....	Women..	Henry N. MacCracken, LL. D.	
Rochester.....	University of Rochester.	Coed....	Rush Rhees, LL. D.	George M. Forbes, LL.D.
St. Bonaventure.	St. Bonaventure's Col- lege.	Men.....	Alexander M. Hickey, Ph. D.	
Schenectady....	Union University.....	Men.....	Charles A. Richmond, LL. D.	
Syracuse.....	New York State College of Forestry (at Syra- cuse University).	Men.....	Hugh P. Baker, M. F., dean.	
Do.....	Syracuse University.....	Coed....	James R. Day, LL. D., chancellor.	Mark B. Penney, Ph. D.
Troy.....	Rensselaer Polytechnic Institute.	Men.....	Palmer C. Ricketts, LL. D.	
Do.....	Russell Sage College of Practical Arts.	Women..	Eliza Kellas, Ph. B.	
West Point.....	United States Military Academy.	Men.....	Col. Samuel E. Till- man, supt.	
NORTH CAROLINA.				
Asheville.....	St. Genevieve's College and Academy.	Women..	Mother M. L. Lorin...	
Belmont.....	Belmont Abbey College.	Men.....	Leo Haid, D. D.	
Chapel Hill.....	University of North Car- olina.	Coed....		Marcus C. S. Noble, Ph. D.
Charlotte.....	Biddle University (col- ored).	Men.....	H. L. McCrorey, D. D.	
Do.....	Queens College.....	Women..	Henry C. Evans, D. D.	

*See Teachers College.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	Formen, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
NORTH CAROLINA—con.				
Davidson.....	Davidson College.....	Men.....	Wm. J. Martin, Ph. D.	Archibald Currie, A. M.
Durham.....	Trinity College.....	Coed.....	Wm. F. Few, LL. D.	Eugene C. Brooks, Litt. D.
Elon College.....	Elon College.....	Coed.....	Wm. A. Harper, LL. D.	W. C. Wicker, Litt. D.
Greensboro.....	Greensboro College for Women.....	Women.....	S. B. Turrentine, D. D.	David F. Nicholson, A. M.
Guilford College.....	Guilford College.....	Coed.....	Raymond Binford, Ph. D.	
Hickory.....	Lenoir College.....	Coed.....	R. L. Frits, D. D.	S. P. Schneider, A. M.
Raleigh.....	Meredith College.....	Women.....	Charles E. Brewer, Ph. D.	Mary Shannon Smith, A. M.
Do.....	Peace Institute.....	Women.....	Mary O. Graham.....	Ada V. Womble.
Do.....	St. Mary's School.....	Women.....	Warren W. Way.....	
Do.....	Shaw University (colored).....	Coed.....	Chas. F. Meserve, LL. D.	
Red Springs.....	Flora Macdonald College.....	Women.....	C. G. Vardell, D. D.	
Salisbury.....	Livingstone College (colored).....	Coed.....	D. C. Suggs, Ph. D.	W. H. Hannum, A. M.
Wake Forest.....	Wake Forest College.....	Men.....	Wm. L. Poteat, LL. D.	T. E. Cochran, A. M.
West Raleigh.....	North Carolina State College of Agriculture and Engineering.....	Men.....	W. C. Riddick, LL. D.	Thomas E. Brown, A. B.
Wilson.....	Atlantic Christian College.....	Coed.....	Raymond A. Smith, A. M.	F. F. Grim, A. M.
Winston-Salem.....	Salem Academy and College.....	Women.....	Howard E. Ronthaler, D. D.	Edwin J. Hoath, B. D.
NORTH DAKOTA.				
Agricultural College.....	North Dakota Agricultural College.....	Coed.....	Edwin F. Ladd, LL. D.	Arland D. Weeks, A. M.
Fargo.....	Fargo College.....	Coed.....	E. Lee Howard, D. D.	Anna M. Tibbets, Ph. D.
Jamestown.....	Jamestown College.....	Coed.....	Barend H. Kroeze, D. D.	Francis B. Taylor, Ph. D.
University.....	University of North Dakota.....	Coed.....	Thomas F. Kane, LL. D.	Joseph Kennedy, LL. D.
OHIO.				
Ada.....	Ohio Northern University.....	Coed.....	Albert E. Smith, D. D.	John Davison, D. Ed.
Akron.....	Municipal University of Akron.....	Coed.....	Parke R. Kolbe, Ph. D.	
Alliance.....	Mount Union College.....	Coed.....	Wm. H. McMaster, D. D.	John B. Bowman, A. M.
Ashland.....	Ashland College.....	Coed.....	Wm. D. Furry, Ph. D.	Edward Byers, A. M.
Athens.....	Ohio University.....	Coed.....	Alston Ellis, LL. D.	John J. Richeson, D. Ed.
Berea.....	Baldwin-Wallace College.....	Coed.....	A. B. Storms.....	Fletcher D. Ward, M.
Bluffton.....	Bluffton College.....	Coed.....	Samuel K. Mosiman, Ph. D.	Harry G. Good, Ph. D.
Cedarville.....	Cedarville College.....	Coed.....	Wilbert R. McChesney, D. D.	Arthur St. C. Sloan, A. B.
Cincinnati.....	St. Xavier College.....	Men.....	James McCabe, S. J.	
Do.....	University of Cincinnati.....	Coed.....	Chas. W. Dabney, LL. D.	Wm. P. Burris, L. H. D.
Cleveland.....	Case School of Applied Science.....	Men.....	Charles S. Howe, Ph. D.	
Do.....	St. Ignatius College.....	Men.....	Wm. B. Sommerhouser, S. J.	
Do.....	Western Reserve University.....	Coed.....	Charles F. Thwing, LL. D.	
Columbus.....	Capital University.....	Men.....	Otto Mees, A. M.	
Do.....	Ohio State University.....	Coed.....	Wm. O. Thompson, LL. D.	George W. Knight, Ph. D.
Dayton.....	St. Mary College.....	Men.....	Bernard P. O'Reilly, D. D.	
Defiance.....	Defiance College.....	Coed.....	Albert G. Carls, Litt. D.	E. L. Lawson, A. M.
Delaware.....	Ohio Wesleyan University.....	Coed.....	John W. Hoffman, LL. D.	Arthur R. Mead, A. M.
Findlay.....	Findlay College.....	Coed.....	Wm. H. Guyer, D. D.	H. S. Brinser, M. Ed.
Gambier.....	Kenyon College.....	Men.....	Wm. F. Peirce, L. H. D.	
Granville.....	Denison University.....	Coed.....	Clark W. Chamberlain, Ph. D.	T. A. Lewis, Ph. D.
Hiram.....	Hiram College.....	Coed.....	Miner Lee Bates, LL. D.	M. R. Gabbert, A. M.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
OHIO—continued.				
Marietta.....	Marietta College.....	Coed....	George W. Hinman, Ph. D.	Jesse V. McMillan, A. M.
New Athens.....	Franklin College.....	Coed....	Will M. Hughes, D. D.	W. R. Cornet, B. S.
New Concord.....	Muskingum College.....	Coed....	J. K. Montgomery, D. D.	J. G. Lowery, A. M.
Oberlin.....	Oberlin College.....	Coed....	Henry C. King, LL. D.	Edward A. Miller, Ph. D.
Oxford.....	Miami University.....	Coed....	Raymond M. Hughes, M. S.	Harvey C. Minnick, LL. D.
Do.....	Oxford College for Wo- men.	Women.	Eleanor N. Adams, Ph. D.	Marian A. Bills, Ph. D.
Do.....	Western College for Wo- men.	Women.	W. W. Boyd, Ph. D....	Jay G. Hickox, B. S.
Painesville.....	Lake Erie College.....	Women.	Vivian Blanche Small, LL. D.	Esther Crane, Ph. D.
Rio Grande.....	Rio Grande College.....	Coed....	Simeon H. Bing, A. M.	W. G. Scarberry, A. B.
Springfield.....	Wittenberg College.....	Coed....	Charles G. Heckert, D. D.	T. Bruce Birch, Ph. D.
Tiffin.....	Heidelberg University..	Coed....	Charles E. Miller, LL. D.	E. I. F. Williams, A. M.
Toledo.....	St. John's University.....	Men	Francis X. Buch, A. M.	Francis P. Kemper, A. M.
Do.....	Toledo University.....	Coed....	A. Monroe Stowe, Ph. D.	A. W. Trettien, Ph. D.
Westerville.....	Otterbein College.....	Coed....	Walter G. Clippinger, D. D.	Edmund A. Jones, Ph. D.
Wilberforce.....	Wilberforce University (colored).	Coed....	Wm. S. Scarborough, LL. D.	Gilbert Jones, Ph. D.
Wilmington.....	Wilmington College.....	Coed....	J. Edwin Jay, A. M....	Ed C. Waters, A. M.
Wooster.....	College of Wooster.....	Coed....	J. Campbell White, LL. D.	Martin Remp, A. M.
Yellowsprings.....	Antioch College.....	Coed....	George D. Black, D. D.	Stephen F. Weston, Ph. D.
OKLAHOMA.				
Chickasha.....	Oklahoma College for Women.	Women.	G. W. Austin, B. S....	I. E. Mott, A. M.
East End.....	Phillips University.....	Coed....	Isaac N. McCash, LL. D.	Samuel H. Horne, A. M.
Guthrie.....	Methodist University of Oklahoma.	Coed....	Edward Hislop, D. D..	Edwin G. Green, A. B.
Kingfisher.....	Kingfisher College.....	Coed....	Henry W. Tuttle, D. D.	
Norman.....	University of Oklahoma..	Coed....	Stratton D. Brooks, LL. D.	W. W. Phelan, Ph. D.
Stillwater.....	Oklahoma Agricultural and Mechanical Col- lege.	Coed....	James W. Cantwell, A. M.	John H. Bowers, Ph. D.
Tulsa.....	Henry Kendall College..	Coed....	Arthur L. Odell, D. D.	
OREGON.				
Albany.....	Albany College.....	Coed....	Wallace H. Lee, LL. D.	
Corvallis.....	Oregon Agricultural College.	Coed....	William J. Kerr, Sc. D.	Edwin D. Ressler, A. M.
Eugene.....	University of Oregon....	Coed....	Prince L. Campbell, LL. D.	Henry D. Sheldon, Ph. D.
Forest Grove.....	Pacific University.....	Coed....	Robert F. Clark, A. M.	Henry L. Bates, A. M.
McMinnville.....	McMinnville College.....	Coed....	Leonard W. Riley, D. D.	Curtis P. Coe, A. B.
Newberg.....	Pacific College.....	Coed....	Levi T. Pennington, A. B.	R. W. Lewis, Ph. B.
Portland.....	Reed College.....	Coed....	Wm. T. Foster, LL. D.	Joseph K. Hart, Ph. D.
Salem.....	Willamette University..	Coed....	Carl G. Doney, LL. D.	Charles L. Sherman, Ph. D.
PENNSYLVANIA.				
Allentown.....	Allentown College for Women.	Women.	Wm. F. Curtis, Litt. D.	
Do.....	Muhlenberg College.....	Men....	John A. W. Haas, D. D.	Isaac M. Wright, Ph. D.
Annapolis.....	Lebanon Valley College.	Coed....	George D. Gossard, D. D.	S. O. Grimm, A. M.
Beatty.....	St. Vincent College.....	Men....	Leander Schnerr, D. D.	
Beaver.....	Beaver College.....	Women.	Horace B. Haskell, D. D.	C. Mace Thomas, Ph. D.
Beaver Falls.....	Geneva College.....	Coed....	R. H. Martin, B. D....	Harry H. ...
Bethlehem.....	Moravian College.....	Men....	J. Taylor Hamilton, D. D.	
Do.....	Moravian Seminary and College for Women.	Women.	John H. Clewell, Ph. D.	Percy H. ...

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	Forman, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
PENNSYLVANIA— continued.				
Bryn Mawr.....	Bryn Mawr College.....	Women.	Miss M. Carey Thomas, LL. D.	Matilde Castro, Ph. D.
Carlisle.....	Dickinson College.....	Coed....	James H. Morgan, LL. D.	W. H. Norcross, A. M.
Chambersburg....	Wilson College.....	Women.	Ethelbert D. Warfield, LL. D.	Elsie Murray, Ph. D.
Chester.....	Pennsylvania Military College.	Men.....	Chas. E. Hyatt, LL. D.	
Collegeville.....	Ursinus College.....	Coed....	George L. Omwake, Ph. D.	
Easton.....	Lafayette College.....	Men.....	John H. MacCracken, LL. D.	
Gettysburg.....	Pennsylvania College....	Coed....	William A. Granville, LL. D.	C. F. Sanders, D. D.
Greenville.....	Thiel College.....	Coed....	Henry W. Elson, Ph. D.	C. B. Wakefield, D. D.
Grove City.....	Grove City College.....	Coed....	Weir C. Ketter, A. M.	Charles A. Platt, Ph. D.
Haverford.....	Haverford College.....	Men.....	William W. Comfort, Ph. D.	
Huntingdon.....	Juniata College.....	Coed....	I. Harvey Brumbaugh, A. M.	C. C. Ellis, Ph. D.
Lancaster.....	Franklin and Marshall College.	Men.....	Henry H. Apple, LL. D.	H. M. J. Klein, Ph. D.
Lewistown.....	Bucknell University.....	Coed....	John H. Harris, LL. D.	Llewellyn Phillips, D. D.
Lincoln Univer- sity.....	Lincoln University (col- ored.)	Men.....	John B. Renfall, D. D.	George Johnson, Ph. D.
Meadville.....	Allegheny College.....	Coed....	Wm. H. Crawford, LL. D.	Frederick G. Henke, Ph. D.
Mechanicsburg...	Irving Female College...	Women.	E. E. Campbell, Ph. D.	
Myerstown.....	Albright College.....	Coed....	L. Clarence Hunt, D. D.	C. A. Bowman, Ph. D.
New Wilmington	Westminster College....	Coed....	W. C. Wallace, D. D.	John A. Shott, A. M.
Philadelphia.....	Drexel Institute.....	Coed....	Hollis Godfrey, Sc. D.	
Do.....	Drexel College.....	Coed....	Cyrus Adler, Ph. D.	
Do.....	La Salle College.....	Men.....	Brother Richard, A. M.	
Do.....	St. Joseph's College.....	Men.....	Redmond J. Walsh, S. J.	
Do.....	Temple University.....	Coed....	Russell H. Conwell, LL. D.	John A. Lesh, Ph. D.
Do.....	University of Pennsyl- vania.	Coed....	Edgar Fahs Smith, LL. D., provost.	Frank P. Graves, LL. D.
Pittsburgh.....	Carnegie Institute of Technology.	Coed....	Arthur A. Hamer- schlag, LL. D.	Walter V. Bingham, Ph. D.
Do.....	Duquesne University of the Holy Ghost.	Men.....	Martin A. Hehir, LL. D.	
Do.....	Pennsylvania College for Women.	Women.	John C. Acheson, LL. D.	George B. Lawson, Ph. D.
Do.....	University of Pitts- burgh.	Coed....	Samuel B. McCorm- ick, LL. D., cham- cellor.	Will G. Chambers, A. M.
Selinsgrove.....	Susquehanna University	Coed....	Charles T. Aikens, D. D.	
South Bethlehem	Lehigh University.....	Men.....	Henry S. Drinker, LL. D.	Percy Hughes, Ph. D.
State College.....	Pennsylvania State Col- lege.	Coed....	Edwin E. Sparks, D. LL.	David A. Anderson, Ph. D.
Swarthmore.....	Swarthmore College.....	Coed....	Joseph Swain, LL. D.	Sturgis B. Davis, A. M.
Villanova.....	Villanova College.....	Men.....	James J. Dean, A. M.	Joseph A. Hickey, A. M.
Washington.....	Washington and Jeffers- on College.	Men.....	Frederick W. Hinit, LL. D.	Edward M. Weyer, Ph. D.
Waynesburg.....	Waynesburg College.....	Coed....	J. W. McKay, LL. D.	J. H. Edgerton, A. M.
PORTO RICO.				
San Juan.....	University of Porto Rico	Coed....	Paul G. Miller, Ph. D.	Susan D. Huntington, A. M.
RHODE ISLAND.				
Kingston.....	Rhode Island State Col- lege.	Coed....	Howard Edwards, LL. D.	Lester W. Boardman, A. M.
Providence.....	Brown University.....	Coed....	W. H. P. Faunce, LL. D.	Walter B. Jacobs, A. M.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
SOUTH CAROLINA.				
Charleston.....	College of Charleston.....	Men.....	Harrison Randolph, LL. D.	
Do.....	The Citadel, the Military College of South Caro- lina.....	Men.....	Col. O. J. Bond, A. M., superintendent.	
Clemson College..	Clemson Agricultural College.....	Men.....	Walter M. Riggs, LL. D.	Verd Peterson, A. B.
Clinton.....	Presbyterian College of South Carolina.....	Coed....	Davidson McD. Doug- las, D. D.	Daniel J. Brimm, D. D.
College Place.....	Columbia College.....	Women.	G. T. Pugh, Ph. D.....	J. P. Patton, A. M.
Columbia.....	Benedict College (col- ored).....	Coed....	B. W. Valentine, A. M.	
Do.....	Chicora College for Women.....	Women.	S. C. Byrd, D. D.....	Mary E. Armstrong, A. B.
Do.....	University of South Carolina.....	Coed....	Wm. S. Currell, LL. D.	Patterson Wardlaw, LL. D.
Due West.....	Erskine College.....	Coed....	James S. Moffatt, D. D.	
Do.....	Woman's College of Due West.....	Women.	Richard L. Robinson, D. D.	
Greenville.....	Furman University.....	Men.....	Edwin McNeil Poteat, LL. D.	Orlin O. Fletcher, D. D.
Do.....	Greenville Female Col- lege.....	Women.	David M. Ramsey, D. D.	
Greenwood.....	Lander College.....	Women.	John O. Willson, D. D.	Elizabeth Alexander, A. B.
Hartsville.....	Coker College for Women	Women.	Howard Lee Jones, D. D.	
Newberry.....	Newberry College.....	Coed....	S. J. Perrick, A. M.....	
Spartanburg.....	Converse College.....	Women.	Robert P. Fell, Litt. D.	M. A. Martin, Ph. D.
Do.....	Wofford College.....	Men.....	Henry N. Snyder, LL. D.	Arthur G. Rembert, LL. D.
SOUTH DAKOTA.				
Brookings.....	South Dakota State Col- lege of Agriculture and Mechanic Arts.....	Coed....	Ellwood C. Perisho, LL. D.	Charles H. Brady, A. M.
Huron.....	Huron College.....	Coed....	Harry M. Gage, LL. D.	Walter L. Harris, A. M.
Mitchell.....	Dakota Wesleyan Uni- versity.....	Coed....	W. D. Schermerhorn, D. D.	H. P. Patterson, Ph. D.
Rapid City.....	State School of Mines.....	Coed....	Cleophas C. O'Hara, Ph. D.	
Sioux Falls.....	Sioux Falls College.....	Coed....	D. F. Charles.....	A. W. Fauquet, A. M.
Vermilion.....	University of South Da- kota.....	Coed....	Robert L. Slagel, Ph. D.	W. F. Jones, Ph. D.
Yankton.....	Yankton College.....	Coed....	Henry K. Warren, LL. D.	M. A. Stewart, Ph. D.
TENNESSEE.				
Bristol.....	King College.....	Men.....	Tilden Scherer, D. D.....	K. A. Hagy, A. M.
Chattanooga.....	University of Chatta- nooga.....	Coed....	Frederick W. Hixon, D. D.	W. W. Hooper, D. D.
Clarksville.....	Southwestern Presby- terian University.....	Men.....	Chas. E. Diehl, D. D.....	Wm. Dinwiddie, LL. D.
Greenville.....	Tusculum College.....	Coed....	Chas. O. Gray, D. D.....	Edward A. Hirschman, Ph. B.
Harrogate.....	Lincoln Memorial Uni- versity.....	Coed....	George A. Hubbell, Ph. D.	Thomas B. Ford, A. M.
Jackson.....	Union University.....	Coed....	G. M. Savage, LL. D.....	A. T. Barrett, LL. D.
Jafferson City.....	Carson and Newman College.....	Coed....	Wm. L. Gentry, B. S.....	
Knoxville.....	Knoxville College (col- ored).....	Coed....	J. K. Giffin, A. B.....	
Do.....	University of Tennessee.	Coed....	Brown Ayres, LL. D.....	John A. Thackston, Ph. D.
Lebanon.....	Cumberland University.	Coed....	Edward P. Childs, A. M.	
McKenzie.....	Bethel College.....	Coed....	N. J. Finney, A. M.....	
Maryville.....	Maryville College.....	Coed....	Samuel T. Wilson, D. D.	Jasper C. Barnes, Ph. D.
Memphis.....	Christian Brothers Col- lege.....	Men.....	Brother John, A. M.....	
Milligan.....	Milligan College.....	Coed....	H. J. Derthick, A. M.....	Willis B. Boyd, A. M.
Murfreesboro.....	Tennessee College.....	Women.	Geo. J. Burnett, A. M.....	C. M. Faithfull, A. M.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	For men, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
TENNESSEE—CON.				
Nashville.....	Fisk University (col- ored).	Coed....	Fayette A. McKenzie, Ph. D.	Belle R. Parmenter, B. Fed.
Do.....	George Peabody College for Teachers.	Coed....	Bruce R. Payne, Ph. D.	
Do.....	Vanderbilt University...	Coed....	James H. Kirkland, LL. D., chancellor.	
Ruskin.....	Ruskin-Cave College....	Coed....		
Sewanee.....	University of the South...	Men.....	Albion W. Knight, D. D., vice chancellor.	
Spencer.....	Burritt College.....	Coed....	W. S. Graves, A. M....	
Washington Col- lege.	Washington College.....	Coed....	James T. Cooter, D. D.	Wm. J. Wilkinson, B. L.
TEXAS.				
Abilene.....	Simmons College.....	Coed....	Jefferson D. Sandefer, Ph. B.	Oscar H. Cooper, LL. D.
Austin.....	University of Texas.....	Coed....	Robert E. Vinsop, LL. D.	Wm. S. Sutton, LL. D.
Beiton.....	Baylor Female College...	Women...	John C. Hardy, LL. D.	Payton Jacobs, A. M.
Brownwood.....	Daniel Baker College.....	Coed....	Tinsley P. Junkin, LL. D.	
Do.....	Howard Payne College..	Coed....	Judson A. Tolman, Ph. D.	
College Station...	Agricultural and Me- chanical College of Texas.	Men.....	Wm. B. Bizzell, D. C. L.	Martin L. Hayes, A. M.
Dallas.....	Southern Methodist Uni- versity.	Coed....	Robert S. Hyer, LL. D.	Paul W. Terry, A. M.
Denton.....	College of Industrial Arts	Women...	F. M. Bralley, A. B....	R. J. Turrentine, A. M.
Fort Worth.....	Texas Woman's College.	Women...	J. D. Young, LL. B....	Elzy D. Jennings, A. M.
Do.....	Texas Christian Univer- sity.	Coed....	W. B. Parks, Ph. D., acting.	W. H. Batson, Ph. D.
Georgetown.....	Southwestern University	Coed....	Charles M. Bishop, D. D.	Claude A. Nichols, Ph. D.
Houston.....	Rice Institute.....	Coed....	Edgar O. Lovett, LL. D.	R. A. Tsanoff, Ph. D.
San Antonio.....	St. Louis College.....	Men.....	A. Frische, S. M.....	
Sherman.....	Austin College.....	Men.....	Thomas S. Clyce, LL. D.	J. J. Delaney, A. M.
Tehuacana.....	Westminster College.....	Coed....	John C. Williams, D. D.	
Waco.....	Baylor University.....	Coed....	Samuel P. Brooks, LL. D.	A. J. Hall, Ph. D.
Waxahachie.....	Trinity University.....	Coed....	Samuel Lee Hornbeak, LL. D.	W. M. Liggett, A. M.
UTAH.				
Logan.....	Agricultural College of Utah.	Coed....	E. G. Peterson, Ph. D.	
Salt Lake City...	University of Utah.....	Coed....	John A. Widtsoe, LL. D.	Milton Bennion, A. M.
VERMONT.				
Burlington.....	University of Vermont and State Agricul- tural College.	Coed....	Guy P. Benton, LL. D.	James F. Messenger, Ph. D.
Middlebury.....	Middlebury College.....	Coed....	John Martin Thomas, LL. D.	Raymond McFarland, A. M.
Northfield.....	Norwich University.....	Men.....	Herbert R. Roberts, D. C. I., acting.	
Winooski.....	St. Michael's College....	Men.....	E. M. Salmon, D. D....	
VIRGINIA.				
Abingdon.....	Martha Washington Col- lege.	Women...	Samuel D. Long, A. B.	
Ashland.....	Randolph-Macon Col- lege.	Men.....	Robert E. Blackwell, LL. D.	
Blacksburg.....	Virginia Agricultural and Mechanical Col- lege and Polytechnic Institute.	Men.....	Joseph D. Eggleston, A. M.	
Bridgewater.....	Bridgewater College.....	Coed....	John S. Flory, Ph. D..	P. H. Bowman, D. D.
Charlottesville...	University of Virginia...	Men.....	Edwin A. Alderman, LL. D.	W. H. Heck, Ph. D.

XVII.—UNIVERSITIES AND COLLEGES—PRESIDENTS AND HEADS OF DEPARTMENTS OF EDUCATION—Continued.

Location.	University or college.	Formen, for women, or coedu- cational.	Name of president.	Name of head of depart- ment or school of edu- cation.
VIRGINIA—CON.				
Emory.....	Emory and Henry Col- lege.	Men.....	Chas. C. Weaver, Ph. D.	
Hampden-Sid- ney.	Hampden-Sidney Col- lege.	Men.....	A. W. McWhorter, Ph. D., acting.	
Hollins.....	Hollins College.....	Women.	Matty L. Cooke.....	
Lexington.....	Virginia Military Insti- tute.	Men.....	Edward W. Nichols, supt.	
Do.....	Washington and Lee University.	Men.....	Henry Louis Smith, LL. D.	
Lynchburg.....	Randolph-Macon Wom- an's College.	Women.	Wm. A. Webb, LL. D.	F. B. Crooks, Ph. D.
Do.....	Virginia Christian Col- lege.	Coed....	J. T. T. Hundley, A. B.	
Manassas.....	Eastern College.....	Coed....	Hervin U. Roop, LL. D.	
Richmond.....	Richmond College.....	Coed....	F. W. Boatwright, LL. D.	D. B. Bryan, Ped. D.
Do.....	Virginia Union Universi- ty (colored).	Men.....	George R. Hovey, D. D.	M. P. Robinson, A. B.
Salem.....	Roanoke College.....	Men.....	John A. Morehead, D. D.	F. V. N. Painter, Litt. D.
Do.....	Elizabeth College.....	Women.	John C. Peery, A. M.	Irene B. Palmer.
Sweet Briar.....	Sweet Briar College.....	Women.	Emille W. McVea, Litt. D.	
Williamsburg.....	College of William and Mary.	Men.....	Lyon G. Tyler, LL. D.	C. H. Hatz, Ph. D.
WASHINGTON.				
Pullman.....	State College of Wash- ington.	Coed....	Ernest O. Holland, Ph. D.	Alfred A. Cleveland, Ph. D.
Seattle.....	University of Washing- ton.	Coed....	Henry Suzzallo, Ph. D.	Frederick E. Bolton, Ph. D.
Spokane.....	Gonzaga University.....	Men.....	James M. Brogan, S. J.	
Tacoma.....	College of Puget Sound..	Coed....	Edward H. Todd, D. D.	O. E. Reynolds, A. M.
Walla Walla.....	Whitman College.....	Coed....	Stephen B. L. Pen- rose, D. D.	
WEST VIRGINIA.				
Bethany.....	Bethany College.....	Coed....	Thomas E. Cramblet, LL. D.	W. H. Cramblet, Ph. D.
Buckhannon.....	West Virginia Wesleyan College.	Coed....	Wallace B. Fleming, D. D.	B. F. Haught, A. M.
Elkins.....	Davis and Elkins Col- lege.	Coed....	James E. Allen, A. B.	Florence A. Kellogg, A. M.
Morgantown.....	West Virginia Univer- sity.	Coed....	Frank B. Trotter, LL. D.	Jasper N. Deahl, Ph. D.
WISCONSIN.				
Appleton.....	Lawrence College.....	Coed....	Samuel Plantz, LL. D.	Lester B. Rogers, Ph. D.
Beloit.....	Beloit College.....	Coed....	Melvin A. Brannon, LL. D.	Almon W. Burr, A. M.
Madison.....	University of Wisconsin.	Coed....	Edward A. Birge, LL. D.	V. A. C. Henmon, Ph. D.
Milton.....	Milton College.....	Coed....	Wm. C. Daland, D. D.	
Milwaukee.....	Marquette University..	Men.....	Herbert C. Noonan, S. J.	
Do.....	Milwaukee-Downer Col- lege.	Women.	Ellen C. Sablin, LL. D.	Mina Kerr, Ph. D.
Plymouth.....	Mission House.....	Coed....	F. A. Hofer, D. D.	
Prairie du Chien.....	Campton College.....	Men.....	Albert C. Fox, S. J.	
Ripon.....	Ripon College.....	Coed....	H. C. Culbertson, LL. D.	Wm. J. Mutch, Ph. D.
Sinsinawa.....	St. Clara College and Academy.	Women.	Mother Mary Samuel..	Sister M. Ruth, Ph. D.
Watertown.....	Northwestern College..	Men.....	August F. Ernst, Ph. D.	
Waukesha.....	Carroll College.....	Coed....	Herbert P. Houghton, Ph. D.	S. B. Ray, L. H. D.
WYOMING.				
Laramie.....	University of Wyoming.	Coed....	Aven Nelson, Ph. D.	J. E. Bullern.

XVIII.—UNIVERSITIES AND COLLEGES—DEANS OR DIRECTORS OF COLLEGES OR SCHOOLS OF ENGINEERING.

Location.	Name of institution.	Dean or director.
Auburn, Ala.	Alabama Polytechnic Institute	John J. Willmore, M. E.
University, Ala.	University of Alabama	George J. Davis, Jr., C. E.
Tucson, Ariz.	University of Arizona	Gurdon M. Butler, E. M.
Fayetteville, Ark.	University of Arkansas	Wm. N. Gladson, Ph. D.
Berkeley, Cal.	University of California	Charles Dorieth, Jr., C. E. ¹ Andrew C. Lawson, Ph. D. ² Clarence L. Cory, D. Eng. ³ Charles W. Lawrence, C. E. George A. Damon, E. E. Joseph L. Donovan, C. E. ⁴ George L. Sullivan, Ph. D. ⁵ Charles D. Marx, C. E. ⁶ Harris J. Ryan, M. E. ¹ William F. Durand, Ph. D. ² Milo S. Ketchum, C. E.
Los Angeles, Cal.	University of Southern California	
Pasadena, Cal.	Throop College of Technology	
Santa Clara, Cal.	University of Santa Clara	
Stanford University, Cal.	Leland Stanford Junior University	
Boulder, Colo.	University of Colorado	
Colorado Springs, Colo.	Colorado College	
Fort Collins, Colo.	Colorado Agricultural College	L. D. Crane, M. M. E.
Golden, Colo.	State School of Mines	Victor C. Ahlerson, Sc. D.
New Haven, Conn.	Sheffield Scientific School (Yale University)	Russell H. Chittenden, Sc. D.
Newark, Del.	Delaware College	Allen B. Cullimore, B. S.
Washington, D. C.	Catholic University of America	Aubrey E. Landry, Ph. D.
Do.	George Washington University	Howard L. Hodgkins, Ph. D.
Do.	Howard University (colored)	Harold D. Hatfield, M. E.
Gainesville, Fla.	University of Florida	John E. Benton, Ph. D.
Athens, Ga.	University of Georgia	Charles M. Strahan, Sc. D.
Atlanta, Ga.	Georgia School of Technology	William H. Emerson, Ph. D.
Moscow, Idaho.	University of Idaho	Charles N. Little, Ph. D.
Chicago, Ill.	Armour Institute of Technology	Howard M. Raymond, B. S.
Do.	Lewis Institute	P. B. Woodworth, M. E.
Evanston, Ill.	Northwestern University	John F. Hayford, C. E.
Urbana, Ill.	University of Illinois	C. Russ Richards, M. E.
La Fayette, Ind.	Purdue University	Charles H. Benjamin, D. Eng.
Notre Dame, Ind.	University of Notre Dame	Martin McCue, C. E.
Terre Haute, Ind.	Rose Polytechnic Institute	Carl L. Moss, Ph. D.
Valparaiso, Ind.	Valparaiso University	Frank Thoroux, C. E.
Ames, Iowa	Iowa State College of Agriculture and Mechanic Arts	S. W. Beyer, Ph. D.
Iowa City, Iowa	State University of Iowa	William G. Raymond, LL.D.
Lawrence, Kans.	University of Kansas	Perley F. Walker, M. M. E.
Manhattan, Kans.	Kansas State Agricultural College	Audrey A. Potter, B. S.
Lexington, Ky.	University of Kentucky	Frederick P. Antenson, M. E.
Baton Rouge, La.	Louisiana State University and Agricultural and Mechanical College	Thomas W. Atkinson, C. E.
New Orleans, La.	Tulane University of Louisiana	William H. Creighton, U. S. M.
Orono, Me.	University of Maine	Harold S. Boardman, C. E.
Baltimore, Md.	Johns Hopkins University	John B. Whitehead, Ph. D.
College Park, Md.	Maryland State College of Agriculture	T. H. Talliaferro, Ph. D.
Cambridge, Mass.	Massachusetts Institute of Technology	Alfred E. Burton, Sc. D.
Lowell, Mass.	Lowell Textile School	Herbert J. Ball, B. S.
Tufts College, Mass.	Tufts College	Gardner C. Anthony, Sc. D.
Worcester, Mass.	Worcester Polytechnic Institute	Ira N. Hollis, Sc. D.
Ann Arbor, Mich.	University of Michigan	Mortimer E. Cooley, D. Eng.
Detroit, Mich.	University of Detroit	Jay R. McColl, B. S.
East Lansing, Mich.	Michigan Agricultural College	George W. Bissell, M. E.
Houghton, Mich.	Michigan College of Mines	Fred W. McNair, Sc. D.
Minneapolis, Minn.	University of Minnesota	John R. Allen, M. E. William R. Appleby, A. M. ¹ B. M. Walker, Ph. D.
Agricultural College, Miss.	Mississippi Agricultural and Mechanical College	
University, Miss.	University of Mississippi	John H. Dorroh, C. E.
Columbia, Mo.	University of Missouri	Elmer J. McCaustland, M. C. E. Austin L. McRae, Sc. D. ² Alexander S. Langsdorf, M. M. E. Arthur W. Richter, M. M. E.
St. Louis, Mo.	Washington University	
Bozeman, Mont.	Montana College of Agriculture and Mechanic Arts	Charles H. Bowman, M. S.
Butte, Mont.	Montana State School of Mines	Olin J. Ferguson, M. E. E.
Lincoln, Nebr.	University of Nebraska	acting.
Reno, Nev.	University of Nevada	James G. Sorougham, M. E. Francis C. Lincoln, Ph. D. ³ Charles E. Hewett, M. M. E.
Durham, N. H.	New Hampshire College of Agriculture and Mechanic Arts	
Hanover, N. H.	Dartmouth College	Charles A. Holden, C. E., acting.
Hoboken, N. J.	Stevens Institute of Technology	Alexander C. Humphreys, LL.D.
New Brunswick, N. J.	Rutgers College	Alfred A. Titsworth, Sc. D.
Princeton, N. J.	Princeton University	Frank H. Constant, Sc. D.

¹ Dean of the college of civil engineering.² Dean of the college of mines.³ Dean of the college of mechanics.⁴ Professor of civil engineering.⁵ Professor of mechanical-electrical engineering.⁶ Professor of electrical engineering.⁷ Professor of mechanical engineering.⁸ Dean of the school of mines.⁹ Director of Mackay School of Mines.

XVIII.—UNIVERSITIES AND COLLEGES—DEANS OR DIRECTORS OF COLLEGES OR SCHOOLS OF ENGINEERING—Continued.

Location.	Name of institution.	Dean or director.
Albuquerque, N. Mex.....	University of Mexico.....	W. L. Ray, A. M.
Socorro, N. Mex.....	New Mexico School of Mines.....	Alexis X. Illinski, Met. E.
State College, N. Mex.....	New Mexico College of Agriculture and Mechanic Arts.	Arthur F. Barnes, B. S.
Brooklyn, N. Y.....	Polytechnic Institute of Brooklyn....	Fred W. Atkinson, Ph. D.
Ithaca, N. Y.....	Cornell University.....	Eugene E. Haskell, C. E. ¹
New York, N. Y.....	College of the City of New York.....	Dexter S. Kimball, M. E. ²
Do.....	Columbia University.....	David B. Steinman, Ph. D.
Do.....	Manhattan College.....	George B. Pegram, Ph. D.
Do.....	New York University.....	Brother Thomas, C. E.
Potsdam, N. Y.....	Clarkson College of Technology.....	Charles H. Snow, Sc. D.
Rochester, N. Y.....	University of Rochester.....	John P. Brooks, Sc. D.
Schenectady, N. Y.....	Union University.....	Millard C. Erasberger, M. E.
Syracuse, N. Y.....	Syracuse University.....	A. B. McDaniel, B. S. ³
Troy, N. Y.....	Rensselaer Polytechnic Institute.....	Ernst J. Berg, Sc. D. ⁴
Chapel Hill, N. C.....	University of North Carolina.....	William P. Graham, Ph. D.
West Raleigh, N. C.....	North Carolina State College of Agri- culture and Engineering.	Palmer C. Ricketts, LL. D.
Agricultural College, N. Dak..	North Dakota Agricultural College....	Andrew H. Patterson, A. M.
University, N. Dak.....	University of North Dakota.....	Howard E. Satterfield, M. E. ⁵
Ada, Ohio.....	Ohio Northern University.....	Carroll L. Mann, C. E. ¹
Akron, Ohio.....	Municipal University of Akron.....	William H. Browne, A. B. ⁴
Cincinnati, Ohio.....	University of Cincinnati.....	Edward S. Keene, M. E.
Cleveland, Ohio.....	Case School of Applied Science.....	Earle J. Babcock, Sc. D.
Columbus, Ohio.....	Ohio State University.....	Charles A. Miller, C. E.
Dayton, Ohio.....	St. Mary College.....	Fred B. Ayer, C. E.
Norman, Okla.....	University of Oklahoma.....	Herman Schneider, Sc. D.
Stillwater, Okla.....	Oklahoma Agricultural and Mechan- ical College.	Charles S. Hewe, Sc. D.
Corvallis, Oreg.....	Oregon State Agricultural College.....	Edwin F. Coddington, Ph. D.
Chester, Pa.....	Pennsylvania Military College.....	Brother Adam Hofmann, S. M.
Easton, Pa.....	Lafayette College.....	James H. Falgar, M. E.
Gettysburg, Pa.....	Pennsylvania College.....	Alfred Beyd, C. E.
Lewisburg, Pa.....	Bucknell University.....	Grant A. Covell, M. E.
Philadelphia, Pa.....	Draxel Institute.....	Harold C. Bird, C. E.
Do.....	University of Pennsylvania.....	Edward Hart, Ph. D.
Pittsburgh, Pa.....	Carnegie Institute of Technology.....	F. H. Cuntz, Ph. D.
Do.....	University of Pittsburgh.....	Charles A. Lisdemann, A. M.
South Bethlehem, Pa.....	Lehigh University.....	Arthur J. Rowland, Sc. D.
State College, Pa.....	Pennsylvania State College.....	John Frazer, Ph. D.
Swarthmore, Pa.....	Swarthmore College.....	W. E. Mott, C. E.
Villanova, Pa.....	Villanova College.....	Frederic L. Bishop, Ph. D.
Rhode Island State College.	Rhode Island State College.....	N. M. Emery, Litt. D., acting.
Providence, R. I.....	Brown University.....	Robert L. Sackett, C. E.
Charleston, S. C.....	The Citadel, the Military College of South Carolina.	Elwood B. Moore, Ph. D. ⁵
Clemson College, S. C.....	Clemson Agricultural College.....	George F. Blessing, Ph. D.
Columbia, S. C.....	University of South Carolina.....	Francis A. Driscoll, A. M.
Brookings, S. Dak.....	South Dakota State College of Agri- culture and Mechanic Arts.	Royal L. Wales, B. S.
Rapid City, S. Dak.....	South Dakota State School of Mines.....	William H. Kenerson, A. M.
Vermilion, S. Dak.....	University of South Dakota.....	Robert G. Thomas, C. E.
Knoxville, Tenn.....	University of Tennessee.....	Samuel B. Earle, M. E.
Nashville, Tenn.....	Vanderbilt University.....	Marshall G. Holmes, C. E.
Austin, Tex.....	University of Texas.....	Halvor C. Solberg, M. E.
College Station, Tex.....	Agricultural and Mechanical College of Texas.	Cleophas C. O'Harra, Ph. D.
Houston, Tex.....	Rice Institute.....	Lewis E. Akeley, LL. D.
Salt Lake City, Utah.....	University of Utah.....	Charles E. Ferris, B. S.
Burlington, Vt.....	University of Vermont and State Agri- cultural College.	W. H. Schuerman, C. E.
Northfield, Vt.....	Norwich University.....	Thomas U. Taylor, M. C. E.
Blacksburg, Va.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.	James C. Nagle, M. C. E.
Charlottesville, Va.....	University of Virginia.....	Herbert K. Humphrey, E. E.
Lexington, Va.....	Virginia Military Institute.....	Ray B. West, C. E.
Do.....	Washington and Lee University.....	Josiah W. Votey, Sc. D.
Pullman, Wash.....	State College of Washington.....	Arthur W. Winslow, C. E.
Seattle, Wash.....	University of Washington.....	Samuel R. Pritchard, A. M.
Morgantown, W. Va.....	West Virginia University.....	William M. Thornton, LL. D.
Madison, Wis.....	University of Wisconsin.....	T. A. Jones, B. S.
Milwaukee, Wis.....	Marquette University.....	David C. Humphreys, C. E.
Laramie, Wyo.....	University of Wyoming.....	H. U. Carpenter, M. S.
		Carl E. Magnusson, Ph. D.
		Clement R. Jones, M. M. E.
		Frederick E. Turneasure, D. Eng.
		J. C. Pinney, C. E.
		Elmer G. Hofer, M. E.

¹ Dean of the college of civil engineering.² Acting dean of Sibley College.³ Professor of civil engineering.⁴ Professor of electricity.⁵ Professor of mechanics.⁶ Dean of the school.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN.

Location.	University or college.	For women, or coedu- cational.	Name of dean.
ALABAMA.			
Athens.....	Athens College for Young Women.....	Women.....	
Auburn.....	Alabama Polytechnic Institute.....	Coed.....	
Birmingham.....	Birmingham—Southern College.....	Coed.....	
Do.....	Howard College.....	Coed.....	Nannie M. Hiden.
Marion.....	Judson College.....	Women.....	
Montevallo.....	Alabama Girls Technical School.....	Women.....	Mary G. Stallworth.
Montgomery.....	Woman's College of Alabama.....	Women.....	Lena J. Hawks.
University.....	University of Alabama.....	Coed.....	Mrs. James S. Thomas.
ARIZONA.			
Tucson.....	University of Arizona.....	Coed.....	Anna A. Fisher.
ARKANSAS.			
Arkadelphia.....	Henderson-Brown College.....	Coed.....	
Do.....	Ouachita College.....	Coed.....	Annie R. Storts.
Batesville.....	Arkansas College.....	Coed.....	
Clarksville.....	Arkansas Cumberland College.....	Coed.....	
Conway.....	Central College.....	Women.....	Caroline B. Phelps.
Do.....	Hendrix College.....	Coed.....	
Fayetteville.....	University of Arkansas.....	Coed.....	Mary Davis.
CALIFORNIA.			
Berkeley.....	University of California.....	Coed.....	Lucy M. Stebbins.
Claremont.....	Pomona College.....	Coed.....	Grace E. Berry.
Los Angeles.....	Occidental College.....	Coed.....	Irene T. Myers.
Do.....	University of Southern California.....	Coed.....	Mrs. Maryette MacKay.
Mills College.....	Mills College.....	Women.....	Hettie B. Ege.
Redlands.....	University of Redlands.....	Coed.....	Mrs. L. M. Redden.
St. Helena.....	Pacific Union College.....	Coed.....	
San Jose.....	College of the Pacific.....	Coed.....	Mariam Barr.
Stanford University.....	Leland Stanford Junior University.....	Coed.....	Harriet Bradford.
Whittier.....	Whittier College.....	Coed.....	Ida B. Lindley, adviser.
COLORADO.			
Boulder.....	University of Colorado.....	Coed.....	Irene P. McKeenhan, acting.
Colorado Springs.....	Colorado College.....	Coed.....	Marion Churchill.
Fort Collins.....	Colorado Agricultural College.....	Coed.....	Virginia H. Corbett.
Greeley.....	Colorado State Teachers College.....	Coed.....	Helen Gilpin-Brown.
Montclair.....	Colorado Woman's College.....	Women.....	
University Park.....	University of Denver.....	Coed.....	Anne McK. Shuler.
CONNECTICUT.			
New London.....	Connecticut College for Women.....	Women.....	Irene Nye.
Storrs.....	Connecticut Agricultural College.....	Coed.....	M. E. Sprague.
DELAWARE.			
Newark.....	Delaware College.....	Coed.....	Winifred J. Robinson. ¹
DISTRICT OF COLUMBIA.			
Washington.....	American University.....	Coed.....	
Do.....	Gallaudet College.....	Coed.....	Charlotte Weiss.
Do.....	George Washington University.....	Coed.....	
Do.....	Howard University (colored).....	Coed.....	Mary I. Hardwick, preceptress.
Do.....	Trinity College.....	Women.....	Sister Mary.
Do. (Takoma Park).....	Washington Missionary College.....	Coed.....	
FLORIDA.			
De Land.....	John B. Stetson University.....	Coed.....	
Lake City.....	Columbia College.....	Coed.....	
Sutherland.....	Southern College.....	Coed.....	
Tallahassee.....	Florida State College for Women.....	Women.....	Mrs. S. L. Cawthon.
Winter Park.....	Rollins College.....	Coed.....	Lily W. Roberts, Preceptress. ²
GEORGIA.			
Atlanta.....	Atlanta University (colored).....	Coed.....	Junia M. Jordan. ³
Do.....	Morris Brown University (colored).....	Coed.....	Alva B. Jameson.
College Park.....	Cox College.....	Women.....	

¹ Dean of Woman's College of Delaware.² Adviser of women.³ Preceptress, School of Economics.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coedu- cational.	Name of dean.
GEORGIA—continued.			
Dahlonega.....	North Georgia Agricultural Col- lege.	Coed.....	
Decatur.....	Agnes Scott College.....	Women.....	Nannette Hopkins.
Demorest.....	Piedmont College.....	Coed.....	Bertha A. Hastings. ¹
Forsyth.....	Bessie Tift College.....	Women.....	
Gainesville.....	Brenau College.....	Women.....	Eva F. Pearce.
Lagrange.....	Lagrange Female College.....	Women.....	Julie H. Tucker.
Do.....	Southern Female College.....	Women.....	Miss Black.
Macon.....	Wesleyan Female College.....	Women.....	
Rome.....	Shorter College.....	Women.....	Virginia Wendell.
South Atlanta.....	Clark University (colored).....	Coed.....	
HAWAII.			
Honolulu.....	College of Hawaii.....	Coed.....	
IDAHO.			
Caldwell.....	College of Idaho.....	Coed.....	
Moscow.....	University of Idaho.....	Coed.....	Permeal J. French.
ILLINOIS.			
Abingdon.....	Hedding College.....	Coed.....	Grace D. Taylor.
Aurora.....	Aurora College.....	Coed.....	
Bloomington.....	Illinois Wesleyan University.....	Coed.....	
Carthage.....	Carthage College.....	Coed.....	Letta Simmons.
Chicago.....	De Paul University.....	Coed.....	
Do.....	Lewis Institute.....	Coed.....	Helen D. Street.
Do.....	University of Chicago.....	Coed.....	Marion Talbot.
Decatur.....	James Millikin University.....	Coed.....	Lillian M. Walker.
Eureka.....	Eureka College.....	Coed.....	Lydia Wampler.
Evanston.....	Northwestern University.....	Coed.....	Mary R. Potter.
Ewing.....	Ewing College.....	Coed.....	
Galesburg.....	Knox College.....	Coed.....	Grace A. Stayt.
Do.....	Lombard College.....	Coed.....	Nelle Miller.
Greenville.....	Greenville College.....	Coed.....	Mrs. Amanda M. Garlock, Preceptress.
Jacksonville.....	Illinois College.....	Coed.....	
Do.....	Illinois Woman's College.....	Women.....	Margaret Taylor.
Lake Forest.....	Lake Forest College.....	Coed.....	Mary Hamilton.
Lebanon.....	McKendree College.....	Coed.....	Beatrice H. Cooper.
Lincoln.....	Lincoln College.....	Coed.....	
Monmouth.....	Monmouth College.....	Coed.....	Sarah F. Brownlee.
Naperville.....	Northwestern College.....	Coed.....	Clara Bleck.
Rockford.....	Rockford College.....	Women.....	Julia H. Guilliver, president.
Rock Island.....	Augustana College.....	Coed.....	
Upper Alton.....	Shurtleff College.....	Coed.....	G. Esther Chapin.
Urbana.....	University of Illinois.....	Coed.....	Ruby E. C. Mason.
Wheaton.....	Wheaton College.....	Coed.....	Mrs. Martha T. Garlough.
INDIANA.			
Bloomington.....	Indiana University.....	Coed.....	Ruby E. C. Mason.
Earlham.....	Earlham College.....	Coed.....	Martha Doan.
Franklin.....	Franklin College.....	Coed.....	Mrs. Bertha D. Smith.
Goshen.....	Goshen College.....	Coed.....	
Greencastle.....	De Pauw University.....	Coed.....	Katherine S. Alvord.
Hanover.....	Hanover College.....	Coed.....	
Indianapolis.....	Butler College.....	Coed.....	Katherine M. Graydon.
Do.....	Indiana Central University.....	Coed.....	
La Fayette.....	Purdue University.....	Coed.....	Coroline E. Shoemaker.
Merom.....	Union Christian College.....	Coed.....	
Notre Dame.....	St. Mary's College and Academy.....	Women.....	
Oakland City.....	Oakland City College.....	Coed.....	Mrs. Ella C. Wheatley.
Upland.....	Taylor University.....	Coed.....	Sadie L. Miller.
Valparaiso.....	Valparaiso University.....	Coed.....	Mrs. Sarah P. Kinsey.
Vincennes.....	Vincennes University.....	Coed.....	
IOWA.			
Ames.....	Iowa State College of Agriculture and Mechanic Arts.....	Coed.....	
Cedar Falls.....	Iowa State Teachers College.....	Coed.....	Mrs. Marion McF. Walker.
Cedar Rapids.....	Coe College.....	Coed.....	Maria Leonard.

¹ Director of college women.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coedu- cational.	Name of deas.
IOWA—continued.			
Des Moines.....	Des Moines College.....	Coed.....	Charlene F. Sperry.
Do.....	Drake University.....	Coed.....	Mrs. Mary C. Craig.
Dubuque.....	Dubuque College and Seminary.....	Coed.....	
Fairfield.....	Parsons College.....	Coed.....	Christine Hume.
Fayette.....	Upper Iowa University.....	Coed.....	
Grinnell.....	Grinnell College.....	Coed.....	Carrie L. De Nise.
Popkinton.....	Lenox College.....	Coed.....	
Indianola.....	Simpson College.....	Coed.....	Junia L. Todd.
Iowa City.....	State University of Iowa.....	Coed.....	Mrs. Nellie D. Aurner.
Iowa Falls.....	Ellsworth College.....	Coed.....	
Mount Pleasant.....	Iowa Wesleyan College.....	Coed.....	Harriet L. Barber.
Mount Vernon.....	Cornell College.....	Coed.....	Mary L. MacCleod.
Oskaloosa.....	Penn College.....	Coed.....	Edith Furnas.
Portia.....	Central College of Iowa.....	Coed.....	Elizabeth A. Graham.
Sioux City.....	Morningside College.....	Coed.....	Lillian E. Dimmitt.
Storm Lake.....	Buena Vista College.....	Coed.....	
Tabor.....	Tabor College.....	Coed.....	
University Park.....	Central Holiness University.....	Coed.....	
KANSAS.			
Atchison.....	Midland College.....	Coed.....	Lydia L. Diabl.
Baldwin City.....	Baker University.....	Coed.....	Anne G. Wirt.
Emporia.....	College of Emporia.....	Coed.....	Susan M. Guikh.
Highland.....	Highland College.....	Coed.....	
Kansas City.....	Kansas City University.....	Coed.....	
Lawrence.....	University of Kansas.....	Coed.....	Mrs. Eustace H. Brown, ad- viser.
Leadberg.....	Bethany College.....	Coed.....	
McPherson.....	McPherson College.....	Coed.....	
Manhattan.....	Kansas State Agricultural College.....	Coed.....	Mrs. Mary P. Van Zile.
Ottawa.....	Ottawa University.....	Coed.....	Johanna M. Pirschner.
Salina.....	Kansas Wesleyan University.....	Coed.....	Caroline Matson.
Sterling.....	Cooper College.....	Coed.....	Althea Montgomery.
Topeka.....	Washburn College.....	Coed.....	Florence E. Willard.
Wichita.....	Farmount College.....	Coed.....	Flora C. Clough.
Do.....	Friends University.....	Coed.....	No dean.
Winfield.....	Southwestern College.....	Coed.....	Elis E. Bernstorff.
KENTUCKY.			
Berea.....	Berea College.....	Coed.....	Katherine S. Bowersox.
Georgetown.....	Georgetown College.....	Coed.....	Mrs. M. D. McFerran.
Hopkinsville.....	Bethel Woman's College.....	Women.....	
Lexington.....	University of Kentucky.....	Coed.....	Anna J. Hamilton.
Do.....	Transylvania College.....	Coed.....	
Louisville.....	University of Louisville.....	Coed.....	Mary E. Jones, adviser.
Winchester.....	Kentucky Wesleyan College.....	Coed.....	
LOUISIANA.			
Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.....	Coed.....	Antoinette S. Tucker.
Clinton.....	Silliman Collegiate Institute.....	Women.....	
New Orleans.....	H. Sophie Newcomb Memorial College.....	Women.....	
Pineville.....	Louisiana College.....	Coed.....	Mrs. Jones.
MAINE.			
Lewiston.....	Bates College.....	Coed.....	Clara L. Buswell.
Orono.....	University of Maine.....	Coed.....	
Waterville.....	Colby College.....	Coed.....	Mrs. Mary C. Cooper.
MARYLAND.			
Baltimore.....	Goucher College.....	Women.....	Eleanor L. Lord.
Do.....	Johns Hopkins University.....	Coed.....	
Do.....	Morgan College (colored).....	Coed.....	Minnie McA. Pickens.
Do.....	Notre Dame College of Maryland.....	Women.....	Sister Mary Immaculate.
Che-tertown.....	Washington College.....	Coed.....	
Fredrick.....	Hood College.....	Women.....	Mrs. Ida C. Fleming.
Lutherville.....	Maryland College for Women.....	Women.....	
New Windsor.....	Blue Ridge College.....	Coed.....	Emma S. Baker, preceptress.
Westminster.....	Western Maryland College.....	Coed.....	Margaret M. Robinson.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coedu- cational.	Name of dean.
MASSACHUSETTS.			
Amherst.....	Massachusetts Agricultural College	Coed.....	Mrs. Agnes K. Black, adviser. Sarah L. Arnold. ¹ No dean of women.
Boston.....	Boston University.....	Coed.....	
Do.....	Simmons College.....	Women.....	
Cambridge.....	Massachusetts Institute of Tech- nology.....	Coed.....	Bertha M. Boody.
Do.....	Radcliffe College.....	Women.....	
Lowell.....	Lowell Textile School.....	Coed.....	
Northampton.....	Smith College.....	Women.....	Ada L. Comstock.
Norton.....	Wheaton College.....	Women.....	Ida J. Everett.
South Hadley.....	Mount Holyoke College.....	Women.....	Florence Furlington.
Tufts College.....	Tufts College.....	Coed.....	Mrs. Caroline S. Davies. ²
Wellesley.....	Wellesley College.....	Women.....	Alice V. Waite.
MICHIGAN.			
Adrian.....	Adrian College.....	Coed.....	Mrs. Cora Davis.
Albion.....	Albion College.....	Coed.....	Mrs. Helen Knappen-Scripps.
Alma.....	Alma College.....	Coed.....	Camella I. Buswell.
Ann Arbor.....	University of Michigan.....	Coed.....	Mrs. Myra B. Jordan.
East Lansing.....	Michigan Agricultural College.....	Coed.....	Annie Howard, adviser.
Hillsdale.....	Hillsdale College.....	Coed.....	Cora A. Pickett.
Holland.....	Hope College.....	Coed.....	Mrs. Winnifred H. Durfee.
Kalamazoo.....	Kalamazoo College.....	Coed.....	Lucile Powell.
Olivet.....	Olivet College.....	Coed.....	Mrs. E. R. Latham.
MINNESOTA.			
Minneapolis.....	University of Minnesota.....	Coed.....	Gertrude Beggs. ³
Northfield.....	Carleton College.....	Coed.....	Mary L. Benton. ⁴
Do.....	St. Olaf College.....	Coed.....	Gertrude M. Hilleboe.
St. Paul.....	College of St. Catherine.....	Women.....	Sister Antonia.
Do.....	Hamline University.....	Coed.....	C. W. Williams. Clara Tederstrom, preceptress Mary A. Malloy.
Do.....	Macalester College.....	Coed.....	
St. Peter.....	Gustavus Adolphus College.....	Coed.....	
Winona.....	College of St. Teresa.....	Women.....	
MISSISSIPPI.			
Agricultural College.....	Mississippi Agricultural and Me- chanical College.....	Coed.....	Mrs. M. L. Berry, lady prin- cipal.
Blue Mountain.....	Blue Mountain College.....	Women.....	
Brookhaven.....	Whitworth Female College.....	Women.....	
Columbus.....	Mississippi Industrial Institute and College.....	Women.....	Mary L. Brayman. Sallie McLean.
Grenada.....	Grenada College.....	Women.....	
Holly Springs.....	Rust College (colored).....	Coed.....	
Jackson.....	Belhaven College.....	Women.....	Mrs. L. B. Haynes. Mrs. E. B. Eatman.
Do.....	Millsaps College.....	Coed.....	
Meridian.....	Meridian College.....	Coed.....	
University.....	University of Mississippi.....	Coed.....	
MISSOURI.			
Cameron.....	Missouri Wesleyan College.....	Coed.....	Mrs. Sarah C. De Bra.
Canton.....	Culver-Stockton College.....	Coed.....	Mrs. E. R. Redd.
Columbia.....	University of Missouri.....	Coed.....	Eva Johnston, adviser.
Fayette.....	Central College.....	Coed.....	Francis B. Jones. Martha G. McCauley. Luella C. Carson.
Lexington.....	Central Female College.....	Women.....	
Marshall.....	Missouri Valley College.....	Coed.....	
Parkville.....	Park College.....	Coed.....	Francis B. Jones. Martha G. McCauley. Luella C. Carson.
St. Louis.....	Washington University.....	Coed.....	
Springfield.....	Drury College.....	Coed.....	
Tarkio.....	Tarkio College.....	Coed.....	
Warrenton.....	Central Wesleyan College.....	Coed.....	
MONTANA.			
Bozeman.....	Montana College of Agriculture and Mechanic Arts.....	Coed.....	Una B. Herrick.
Butte.....	Montana State School of Mines.....	Coed.....	Mrs. K. W. Jameson.
Missoula.....	University of Montana.....	Coed.....	

¹ On leave; Marion E. Park, acting dean.² Dean of Jackson College for Women.³ Katharine Ball, vocational adviser for women.⁴ On leave; Edith Denise, acting dean.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coedu- cational.	Name of dean.
NEBRASKA.			
Bellevue.....	Bellevue College.....	Coed.....	Minnie L. Carter.
Bethany.....	Cotner University.....	Coed.....	Grace E. Young, acting.
College View.....	Union College.....	Coed.....	Lillian Danielson.
Crete.....	Doane College.....	Coed.....	Helen Meston.
Grand Island.....	Grand Island College.....	Coed.....	Elizabeth A. Hall.
Hastings.....	Hastings College.....	Coed.....	Mayme I. Logsdon.
Lincoln.....	University of Nebraska.....	Coed.....	Amanda H. Heppner, acting.
Omaha.....	University of Omaha.....	Coed.....	
University Place.....	Nebraska Wesleyan University.....	Coed.....	
York.....	York College.....	Coed.....	Mrs. Sadie Rector.
NEVADA.			
Reno.....	State University of Nevada.....	Coed.....	Margaret E. Mack, acting.
NEW HAMPSHIRE.			
Durham.....	New Hampshire College of Agri- culture and Mechanic Arts.	Coed.....	Helen Knowlton.
NEW JERSEY.			
Convent Station.....	College of St. Elizabeth.....	Women.....	Sister Mary P. Kelligar. ¹
Kenilworth.....	Upsala College.....	Coed.....	
NEW MEXICO.			
Albuquerque.....	University of New Mexico.....	Coed.....	
Socorro.....	New Mexico School of Mines.....	Coed.....	
State College.....	New Mexico College of Agriculture and Mechanic Arts.	Coed.....	Mary F. Winningham, ad- viser.
NEW YORK.			
Albany.....	New York State College for Teachers.	Coed.....	Anna E. Pierce.
Alfred.....	Alfred University.....	Coed.....	Mabel I. Hart, adviser.
Aurora.....	Wells College.....	Women.....	Mrs. Anna A. Plutt. ¹
Brooklyn.....	Adelphi College.....	Coed.....	Anna E. Harvey.
Buffalo.....	University of Buffalo.....	Coed.....	
Canton.....	St. Lawrence University.....	Coed.....	Sarah DeM. Plaisance.
Elmira.....	Elmira College.....	Women.....	M. Anstice Harris.
Geneva.....	Hobart College.....	Coed.....	Anne D. Blitts. ²
Ithaca.....	Cornell University.....	Coed.....	Georgia L. White, adviser.
New Rochelle.....	College of New Rochelle.....	Women.....	
New York.....	Barnard College.....	Women.....	Virginia C. Gildersleeve.
Do.....	Hunter College of the City of New York.	Women.....	Annie E. Hickinbottom.
Do.....	New York University.....	Coed.....	Aristine P. Munn-Recht, adviser.
Do.....	Teachers College.....	Coed.....	Lucetta Daniell, social di- rector.
Poughkeepsie.....	Vassar College.....	Women.....	Ella McCaleb. ³
Rochester.....	University of Rochester.....	Coed.....	Annette G. Munro. ⁴
Syracuse.....	Syracuse University.....	Coed.....	Jean M. Richards.
Troy.....	Russell Sage College of Practical Arts.	Women.....	Katherine M. Kellas.
NORTH CAROLINA.			
Chapel Hill.....	University of North Carolina.....	Coed.....	Mrs. Thomas W. Lingle, adviser.
Charlotte.....	Queens College.....	Women.....	
Durham.....	Trinity College.....	Coed.....	Martha Buchanan.
Elon College.....	Elon College.....	Coed.....	Jean Demuth.
Greensboro.....	Greensboro College for Women.....	Women.....	Mrs. Frank Siler.
Guilford College.....	Guilford College.....	Coed.....	H. Louise Osborne.
Hickory.....	Lenoir College.....	Coed.....	
Raleigh.....	Meredith College.....	Women.....	Rosa C. Paschal.
Do.....	Peace Institute.....	Women.....	
Do.....	St. Mary's School.....	Women.....	Lucy G. Hester, lady prin- cipal.
Do.....	Shaw University (colored).....	Coed.....	Charlotte Murray.
Red Springs.....	Flora Macdonald College.....	Women.....	Mary Johnston.
Salisbury.....	Livingston College (colored).....	Coed.....	
Wilson.....	Atlantic Christian College.....	Coed.....	
Winston-Salem.....	Salem Academy and College.....	Women.....	Ellen Yerrington.

¹ President.² Dean of William Smith College for Women.³ Jean C. Palmer, head warden.⁴ Dean of the College for Women.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coedu- cational.	Name of dean.
NORTH DAKOTA.			
Agricultural College....	North Dakota Agricultural College.	Coed.....	Katherine Jensen. ¹
Fargo.....	Fargo College.....	Coed.....	Clara J. Emerson.
Jamestown.....	Jamestown College.....	Coed.....	Eva A. Parslow.
University.....	University of North Dakota.....	Coed.....	Ella L. Fulton.
OHIO.			
Ada.....	Ohio Northern University.....	Coed.....	
Akron.....	Municipal University of Akron.....	Coed.....	Mrs. Elizabeth A. Thompson.
Alliance.....	Mount Union College.....	Coed.....	Florence Nicholson.
Ashland.....	Ashland College.....	Coed.....	Mary M. Billman.
Athens.....	Ohio University.....	Coed.....	Irma E. Voigt.
Berea.....	Baldwin-Wallace College.....	Coed.....	Mrs. Mame A. Condit.
Bluffton.....	Bluffton College.....	Coed.....	Edith McPeake.
Cedarville.....	Cedarville College.....	Coed.....	Mary Ervin.
Cincinnati.....	University of Cincinnati.....	Coed.....	Loucen Pattee.
Cleveland.....	Western Reserve University.....	Coed.....	Helen M. Smith. ²
Columbus.....	Ohio State University.....	Coed.....	Caroline M. Breyfogle.
Defiance.....	Defiance College.....	Coed.....	Adelia Wilson.
Delaware.....	Ohio Wesleyan University.....	Coed.....	Cyrus B. Austin. ³
Findlay.....	Findlay College.....	Coed.....	Ethel Fox.
Granville.....	Denison University.....	Coed.....	Clara M. Brumback. ⁴
Hiram.....	Hiram College.....	Coed.....	
Marietta.....	Marietta College.....	Coed.....	
New Athens.....	Franklin College.....	Coed.....	Maud Elder.
New Concord.....	Muskingum College.....	Coed.....	Anna K. Moore.
Oberlin.....	Oberlin College.....	Coed.....	Florence M. Fitch. ⁵
Oxford.....	Miami University.....	Coed.....	Elizabeth Hamilton.
Do.....	Oxford College for Women.....	Women.....	
Do.....	Western College for Women.....	Women.....	Mary A. Sawyer.
Painesville.....	Lake Erie College.....	Women.....	Lilian A. Brownfield.
Rio Grande.....	Rio Grande College.....	Coed.....	
Springfield.....	Wittenberg College.....	Coed.....	
Tiffin.....	Heidelberg University.....	Coed.....	Mary I. Park.
Toledo.....	Toledo University.....	Coed.....	Mrs. S. B. Huldiday.
Westerville.....	Otterbein University.....	Coed.....	Cora A. McFadden.
Wilberforce.....	Wilberforce University (colored).....	Coed.....	Mrs. Josephine Washington.
Wilmington.....	Wilmington College.....	Coed.....	Faith Austin.
Wooster.....	College of Wooster.....	Coed.....	Amelia Doddridge.
Yellowsprings.....	Antioch College.....	Coed.....	
OKLAHOMA.			
Chickasha.....	Oklahoma College for Women.....	Women.....	
East End.....	Phillips University.....	Coed.....	Beulah B. Boggess.
Guthrie.....	Methodist University of Oklahoma.....	Coed.....	Alberta B. Jones.
Kingfisher.....	Kingfisher College.....	Coed.....	
Norman.....	University of Oklahoma.....	Coed.....	Elizabeth Jordan, adviser.
Stillwater.....	Oklahoma Agricultural and Me- chanical College.....	Coed.....	Ruth Michaels. ¹
Tulsa.....	Henry Kendall College.....	Coed.....	-
OREGON.			
Albany.....	Albany College.....	Coed.....	Winslow Hutchinson.
Corvallis.....	Oregon Agricultural College.....	Coed.....	Mrs. Mary E. Fawcett.
Eugene.....	University of Oregon.....	Coed.....	Louise Ehrmann.
Forest Grove.....	Pacific University.....	Coed.....	Mary F. Farnham.
McMinnville.....	McMinnville College.....	Coed.....	Isabel M. Grover.
Newberg.....	Pacific College.....	Coed.....	
Portland.....	Reed College.....	Coed.....	
Salem.....	Willamette University.....	Coed.....	Alice Mae Roberts.
PENNSYLVANIA.			
Allentown.....	Allentown College for Women.....	Women.....	Mrs. Julia B. Hensel.
Annapolis.....	Lebanon Valley College.....	Coed.....	Reba F. Lehman.
Beaver.....	Beaver College.....	Women.....	Alta M. Bailey.
Beaver Falls.....	Geneva College.....	Coed.....	Helen E. McClintock.
Bethlehem.....	Moravian Seminary and College for Women.....	Women.....	
Bryn Mawr.....	Bryn Mawr College.....	Women.....	Helen H. Taft. ²

¹ Head of department of home economics.² Dean of College for Women.³ Kathryn S. McLean, associate dean.⁴ Acting dean of Shepardson College.⁵ Anna B. Doerschuk, associate dean.⁶ Dean of college and adviser to undergraduates; Isabel Maddison, adviser for graduate students.

XIX.—UNIVERSITIES AND COLLEGS—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coedu- cational.	Name of dean.
PENNSYLVANIA—contd.			
Carlisle.....	Dickinson College.....	Coed.....	
Chambersburg.....	Wilson College.....	Women.....	Harriet R. Congdon.
Collegeville.....	Ursinus College.....	Coed.....	Mrs. C. B. Tower.
Gottysburg.....	Pennsylvania College.....	Coed.....	
Greenville.....	Thiel College.....	Coed.....	Signe I. Swenson.
Grove City.....	Grove City College.....	Coed.....	Mrs. Lols Cory-Thompson.
Huntingdon.....	Juniata College.....	Coed.....	
Lewisburg.....	Bucknell University.....	Coed.....	Anna R. Carey.
Meadville.....	Allegheny College.....	Coed.....	Almer H. Spalding.
Mechanicsburg.....	Irving Female College.....	Women.....	Katherine G. Wheelock.
Myerstown.....	Albright College.....	Coed.....	Mrs. Luella D. Mohr, pre- ceptress.
New Wilmington.....	Westminster College.....	Coed.....	Sarah J. Knott.
Philadelphia.....	Drexel Institute.....	Coed.....	Mabel D. Cherry.
Do.....	Dropsie College.....	Coed.....	
Do.....	Temple University.....	Coed.....	Laura H. Carrell.
Do.....	University of Pennsylvania.....	Coed.....	Frank P. Graves. ¹
Pittsburgh.....	Carnegie Institute of Technology.....	Coed.....	Mary B. Breed. ²
Do.....	Pennsylvania College for Women.....	Women.....	Florence K. Root.
Do.....	University of Pittsburgh.....	Coed.....	Pearl Marshall.
Selinsgrove.....	Susquehanna University.....	Coed.....	
State College.....	Pennsylvania State College.....	Coed.....	Lucretia V. T. Simmons.
Swarthmore.....	Swarthmore College.....	Coed.....	Edna H. Richards.
Waynesburg.....	Waynesburg College.....	Coed.....	Sarah E. Martin.
PORTO RICO.			
San Juan.....	University of Porto Rico.....	Coed.....	
RHODE ISLAND.			
Kingston.....	Rhode Island State College.....	Coed.....	Bessie E. Bernis.
Providence.....	Brown University.....	Coed.....	Lida S. King. ³
SOUTH CAROLINA.			
Clinton.....	Presbyterian College of South Carolina.....	Coed.....	
College Place.....	Columbia College.....	Women.....	Luella Johnson.
Columbia.....	Benedict College (colored).....	Coed.....	Frances Schuyler.
Do.....	Chicora College for Women.....	Women.....	
Do.....	University of South Carolina.....	Coed.....	Mrs. B. L. Parkinson, matron.
Due West.....	Erskine College.....	Coed.....	
Do.....	Woman's College of Due West.....	Women.....	
Greenville.....	Greenville Woman's College.....	Women.....	
Greenwood.....	Lander College.....	Women.....	
Hartsville.....	Coker College for Women.....	Women.....	
Newberry.....	Newberry College.....	Coed.....	
Spartanburg.....	Converse College.....	Women.....	Mrs. Sarah M. Huber.
SOUTH DAKOTA.			
Brookings.....	South Dakota State College of Agriculture and Mechanic Arts.....	Coed.....	Miriam Gerlach, adviser.
Huron.....	Huron College.....	Coed.....	Mary E. Scruby.
Mitchell.....	Dakota Wesleyan University.....	Coed.....	Maime L. Ogin.
Rapid City.....	State School of Mines.....	Coed.....	
Sioux Falls.....	Sioux Falls College.....	Coed.....	Cecil Stone.
Vermilion.....	University of South Dakota.....	Coed.....	Anne Hemley.
Yankton.....	Yankton College.....	Coed.....	Ruth R. Reed.
TENNESSEE.			
Chattanooga.....	University of Chattanooga.....	Coed.....	Mrs. Flora G. Hart, precep- tress.
Greenville.....	Tusculum College.....	Coed.....	Edith L. Stetson. ⁴
Hartgate.....	Lincoln Memorial University.....	Coed.....	Vryling W. Buflum.
Jackson.....	Union University.....	Coed.....	
Jefferson City.....	Carson and Newman College.....	Coed.....	
Knoxville.....	Knoxville College (colored).....	Coed.....	Margaret Beveridge. ⁵
Do.....	University of Tennessee.....	Coed.....	Caroline Carpenter.
Lebanon.....	Cumberland University.....	Coed.....	
McKenzie.....	Bethel College.....	Coed.....	

¹ Dean of the School of Education; no dean of women appointed for the university.² Dean of Margaret Morrison Carnegie School.³ Head of home economics course.⁴ Dean of the Women's College in Brown University.⁵ Director of home economics.⁶ Superintendent farm, woman's division.

XIX.—UNIVERSITIES AND COLLEGES—DEANS OF WOMEN—Continued.

Location.	University or college.	For women, or coeducational.	Name of dean.
TENNESSEE—continued.			
Maryville.....	Maryville College.....	Coed.....	Mary E. Caldwell.
Murfreesboro.....	Tennessee College.....	Women.....	
Nashville.....	Fisk University (colored).....	Coed.....	Mrs. Ella W. Brown.
Do.....	George Peabody College for Teachers.....	Coed.....	
Do.....	Vanderbilt University.....	Coed.....	
Spencer.....	Burritt College.....	Coed.....	
Washington College.....	Washington College.....	Coed.....	
TEXAS.			
Abilene.....	Stimmons College.....	Coed.....	Rosa B. Breedlove.
Austin.....	University of Texas.....	Coed.....	Mrs. Helen M. Kirby.
Belton.....	Baylor Female College.....	Women.....	Eveline Campbell.
Brownwood.....	Daniel Baker College.....	Coed.....	
Do.....	Howard Payne College.....	Coed.....	
Dallas.....	Southern Methodist University.....	Coed.....	Mrs. B. H. Gullbeaz.
Denton.....	College of Industrial Arts.....	Women.....	Lina Perlitz.
Fort Worth.....	Texas Woman's College.....	Women.....	Ada B. Stapleton.
Do.....	Texas Christian University.....	Coed.....	E. W. McDiarmid.
Georgetown.....	Southwestern University.....	Coed.....	Laura Kuykendall.
Houston.....	Rice Institute.....	Coed.....	Mrs. Sara Stratford, adviser.
Tehuacana.....	Westminster College.....	Coed.....	
Waco.....	Baylor University.....	Coed.....	Mrs. T. H. Claypool.
Waxahatche.....	Trinity University.....	Coed.....	
UTAH.			
Logan.....	Agricultural College of Utah.....	Coed.....	Mrs. George R. Hill, adviser.
Salt Lake City.....	University of Utah.....	Coed.....	Lucy M. Van Cott.
VERMONT.			
Burlington.....	University of Vermont and State Agricultural College.....	Coed.....	Mrs. Mary B. Stetson, adviser.
Middlebury.....	Middlebury College.....	Coed.....	Eleanor S. Ross.
VIRGINIA.			
Abingdon.....	Martha Washington College.....	Women.....	
Bridgewater.....	Bridgewater College.....	Coed.....	
Hollins.....	Hollins College.....	Women.....	Mary Williamson. ¹
Lynchburg.....	Randolph-Macon Woman's College.....	Women.....	Meta Glass. ²
Manassas.....	Eastern College.....	Coed.....	
Richmond.....	Richmond College.....	Coed.....	May L. Keller. ³
Salem.....	Elizabeth College.....	Women.....	Irene B. Palmer.
Sweet Briar.....	Sweet Briar College.....	Women.....	Emilie W. McVea. ⁴
WASHINGTON.			
Pullman.....	State College of Washington.....	Coed.....	Rhoda M. White.
Seattle.....	University of Washington.....	Coed.....	Ethel M. Coldwell.
Tacoma.....	College of Puget Sound.....	Coed.....	Mrs. Stella T. Patterson.
Walla Walla.....	Whitman College.....	Coed.....	Helen M. Burr.
WEST VIRGINIA.			
Bethany.....	Bethany College.....	Coed.....	Mrs. Anna R. Bourne.
Buckhannon.....	West Virginia Wesleyan College.....	Coed.....	Edna Smith.
Elkins.....	Davis and Elkins College.....	Coed.....	
Morgantown.....	West Virginia University.....	Coed.....	Susan M. Moore.
WISCONSIN.			
Appleton.....	Lawrence College.....	Coed.....	Maud Gaeckler.
Benoit.....	Beloit College.....	Coed.....	Mrs. Gladys Sleeper.
Madison.....	University of Wisconsin.....	Coed.....	Louise F. Nardin.
Milton.....	Milton College.....	Coed.....	
Milwaukee.....	Milwaukee-Downer College.....	Women.....	Mina Kerr.
Plymouth.....	Mission House.....	Coed.....	Josephine King, adviser.
Ripon.....	Ripon College.....	Coed.....	
Sinsinawa.....	St. Clara College and Academy.....	Women.....	Sister M. Clementine.
Wausnesha.....	Carroll College.....	Coed.....	Mrs. Agnes E. Tucker, acting.
WYOMING.			
Laramie.....	University of Wyoming.....	Coed.....	Mrs. Emma H. Knight, adviser.

¹ Chairman Faculty Committee on Student Government.
² On leave.

³ Dean of West Virginia College.
⁴ President.

XX.—JUNIOR COLLEGES.

Location.	Name of institution.	President.
Marion, Ala.	Marion Institute.	Hopson O. Murfee, LL. D.
Eureka Springs, Ark.	Crescent College.	Richard R. Thompson.
Auburn, Cal.	Junior College ¹ .	J. F. Engle, Ph. D.
Azusa, Cal.	Junior College ¹ .	E. R. Hulbirt, dean.
Bakersfield, Cal.	Junior College ¹ .	Paul Vandereire, dean.
Fresno, Cal.	Junior College ¹ .	Walter O. Smith, A. M.
Fullerton, Cal.	Junior College ¹ .	W. T. Boyce, A. M., dean
Los Angeles, Cal.	Junior College (Hollywood H. S.)	W. H. Snyder, D. Sc.
Los Angeles, Cal.	Junior College (Polytechnic H. S.)	Willis A. Dunn, A. M.
Palo Alto, Cal.	Junior College ¹ .	Roy L. Wilbur, A. M.
Pomona, Cal.	Junior College ¹ .	W. A. Bartlett, A. M., dean.
Sacramento, Cal.	Junior College ¹ .	E. J. Berringer, M. L.
San Diego, Cal.	Junior College ¹ .	Mott H. Arnold, A. M.
San Luis Obispo, Cal.	Junior College ¹ .	Richard H. Platt, A. B., dean.
Santa Ana, Cal.	Junior College ¹ .	D. K. Hammond, A. B.
Santa Barbara, Cal.	Junior College ¹ .	Eldon Ford, A. B., dean.
Yreka, Cal.	Junior College ¹ .	E. L. Van Dellen, A. M.
Cuthbert, Ga.	Andrew College.	F. G. Branch, B. S.
McRae, Ga.	South Georgia College.	G. W. Hutchison, A. B.
Young Harris, Ga.	Young L. G. Harris College.	John L. Hall, A. B.
Pocatello, Idaho.	Idaho Technical Institute.	Miles F. Reed, A. M.
Aledo, Ill.	William and Vashti College.	Roy F. Swift, Ph. D.
Carlinville, Ill.	Blackburn College.	Wm. M. Hudson, D. D.
Chicago, Ill.	Crane Junior College.	Wm. J. Bartholf.
Golfrey, Ill.	Monticello Seminary.	Harriet R. Congdon, A. M.
Joliet, Ill.	Junior College ¹ .	Stanley Brown, LL. D.
Mount Carroll, Ill.	Frances Shimer School.	Wm. P. McKee, A. M.
Peoria, Ill.	Bradley Polytechnic Institute.	Theodore C. Burgess, Ph. D.
Lamoni, Iowa.	Graceland College.	George N. Briggs, A. B.
Holton, Kans.	Junior College ¹ .	Emery W. Leamer, A. B.
Danville, Ky.	Kentucky College for Women.	M. M. Allen, D. D.
Lexington, Ky.	Hamilton College for Women.	Thomas A. Hendrick, A. M.
Lexington, Ky.	Sayre College.	A. S. Venable, A. B.
Russellville, Ky.	Logan Female College.	George H. Crowell, Ph. D.
Mansfield, La.	Mansfield Female College.	R. E. Bobbitt, B. S.
Detroit, Mich.	Junior College ¹ .	David MacKenzie, A. M.
Grand Rapids, Mich.	Junior College ¹ .	Jesse B. Davis, A. M.
Hibbing, Minn.	Junior College ¹ .	G. W. Willett, A. M.
Rochester, Minn.	Junior College ¹ .	James B. Mack, A. M.
Holly Springs, Miss.	Mississippi Synodical College.	T. W. Raymond, D. D.
Albany, Mo.	Palmer College.	E. A. Watkins, D. D.
Columbia, Mo.	Christian College.	Mrs. L. W. St. Claire-Moss, A. B.
Columbia, Mo.	Stephas College.	James M. Wood, A. M.
Fayette, Mo.	Howard Payne College.	Henry E. Stout, A. B.
Fulton, Mo.	Synodical College for Girls.	John James, A. B.
Fulton, Mo.	William Woods College.	Joseph A. Serena, A. B.
Glasgow, Mo.	Pritchett College.	Oscar Dahlane, M. S.
Kansas City, Mo.	Kansas City Polytechnic Institute.	B. M. Stigall, A. M.
Mexico, Mo.	Hardin College.	Z. J. Edge, D. D.
Morrisville, Mo.	Scarritt-Morrisville College.	A. M. Norton, A. M.
Nevada, Mo.	Cottey College.	Mrs. V. A. C. Stockard, A. M.
St. Charles, Mo.	Lindenwood College.	John L. Roemer, D. D.
St. Louis, Mo.	Forest Park College.	Mrs. Anna S. Cairns.
Lenoir, N. C.	Davenport College.	James B. Craven.
Louisburg, N. C.	Louisburg College.	Franklin S. Love, A. M.
Weaverville, N. C.	Weaver College.	Eugene Blake, D. D.
Milton, Oreg.	Columbia College.	H. S. Shangle.
Jackson, Tenn.	Memphis Conference Female Institute.	E. R. Naylor, A. B.
Madisonville, Tenn.	Hiwassee College.	J. E. Lowry, A. M.
Pulaski, Tenn.	Martin College.	Wm. T. Wynn, A. B.
Claredon, Tex.	Claredon College.	G. S. Slover, A. M.
Decatur, Tex.	Decatur Baptist College.	J. L. Ward, A. M.
Greenville, Tex.	Burleson College.	Basil E. Masters, A. B.
Greenville, Tex.	Wesley College.	S. E. Green, A. B.
Jacksonville, Tex.	Alexander College.	R. G. Boyer, A. M.
Meridian, Tex.	Meridian College.	G. F. Winfield, A. M.
San Antonio, Tex.	Westmoorland College.	J. W. Repass, A. M.
Sherman, Tex.	North Texas College.	Edwin Kidd.
Stamford, Tex.	Stamford College.	
Terrell, Tex.	Texas Military College.	Louis C. Perry, Ph. D.
Thorp Springs, Tex.	Thorp Springs Christian College.	W. F. Ledlow, A. M.
Abingdon, Va.	Stonewall Jackson College.	John R. Dobyns, LL. D.
Blackstone, Va.	Blackstone College for Girls.	W. Asbury Christian, D. D.
Bristol, Va.	Sullins College.	W. E. Martin, Ph. D.
Bristol, Va.	Virginia Intermont College.	H. G. Noffsinger, A. M.
Daleville, Va.	Daleville College.	T. S. Moherman, D. D.
Danville, Va.	Averette College.	C. E. Crosland, A. B.
Marion, Va.	Marion College.	C. Brown Cox, A. M.
Petersburg, Va.	Southern College.	Arthur K. Davis, A. M.
Roanoke, Va.	Virginia College.	Mattie P. Harris.
Staunton, Va.	Mary Baldwin College.	Marianna P. Higgins.
Everett, Wash.	Junior College ¹ .	W. J. Marquis.
Barboursville, W. Va.	Morris Harvey College.	U. V. W. Darlington, D. D.
Louisburg, W. Va.	Louisburg Seminary.	Robert H. Adams, A. M.

¹Part of public school system.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
ALABAMA.			
Athens.....	Athens College for Young Women.	W. T. Sanders.....	H. B. Malone.
Auburn.....	Alabama Polytechnic Institute..	Gov. Charles Henderson.	Lucile Burton.
Birmingham.....	Birmingham College.....	R. B. Munger.....	E. M. Glenn.
Do.....	Howard College.....	James B. Ellis.....	W. J. Waldrop.
Greensboro.....	Southern University.....	J. B. Frazer.....	E. A. Dannelly.
Marion.....	Judson College.....	Ernest Lamar.....	T. T. Daughdrill.
Montgomery.....	Women's College of Alabama.....	M. W. Swartz, Ph. D.	J. M. Donnelly, D. D.
St. Bernard.....	St. Bernard College.....	Bernard Menges, O.S.B.	Charles Fries, O. S. B.
Spring Hill.....	Spring Hill College.....	E. Cummings, S. J.	John J. Navin, S. J.
Tuscaloosa.....	Central Female College.....	H. B. Foster.....	John T. Beale.
University.....	University of Alabama.....	Gov. Charles Henderson.	Robison Brown.
ARIZONA.			
Tucson.....	University of Arizona.....	William V. Whitmore.	William Jennings Bryan, Jr.
ARKANSAS.			
Arkadelphia.....	Henderson-Brown College.....	Rev. James M. Workman.	Leslie Goodloe.
Do.....	Ouachita College.....	James P. Coffin.....	J. L. Boggs.
Batesville.....	Arkansas College.....	Wiley L. Harle.....	W. H. H. Shibley.
Clarksville.....	Arkansas Cumberland College.....	J. P. Runyan, M. D.	J. F. Jones.
Conway.....	Central College.....	James Thomas.....	V. D. Hill.
Do.....	Hendrix College.....	Hon. Charles H. Brough.	W. H. Cravens.
Fayetteville.....	University of Arkansas.....		
CALIFORNIA.			
Berkeley.....	University of California ¹	Hon. William D. Stephens.	Ralph P. Merritt.
Claremont.....	Pomona College.....	George W. Marston...	Charles B. Sumner.
Los Angeles.....	Occidental College.....	D. B. Gamble.....	W. S. Young.
Do.....	St. Vincents College.....	Bishop Adna W. Leonard.	A. E. Pomeroy.
Do.....	University of Southern California.	George C. Edwards.....	Louisa P. Johnston.
Mills College.....	Mills College.....	James E. Curran.....	A. A. McKinnon.
Oakland.....	St. Mary's College.....	Arthur H. Fleming.....	Edward C. Barrett.
Pasadena.....	Throop College of Technology.....	Mattison B. Jones.....	J. W. Curtis.
Redlands.....	University of Redlands.....	E. E. Andross.....	Claude Conard.
St. Helena.....	Pacific Union College.....	Patrick J. Foote, S. J.	D. J. Mahoney, S. J.
San Francisco.....	St. Ignatius University.....	Rolla V. Watt.....	H. E. Milnes.
San Jose.....	College of the Pacific.....	Walter F. Thornton, S. J.	Joseph W. Riordan, S. J.
Santa Clara.....	University of Santa Clara.....	William M. Newhall..	Leon Sloss.
Stanford University..	Leland Stanford Junior University.	William V. Coffin.....	Lydia J. Jackson.
Whittier.....	Whittier College.....		
COLORADO.			
Boulder.....	University of Colorado ¹	George Norlin, acting president.	Frank H. Wolcott.
Colorado Springs.....	Colorado College.....	J. J. Brown.....	Willis L. Armstrong.
Denver.....	College of the Sacred Heart.....	William G. Evans.....	W. J. Fitzgerald.
Do.....	University of Denver.....	A. A. Edwards.....	Frost Craft.
Fort Collins.....	Colorado Agricultural College.....	F. G. Willis.....	James T. Smith.
Golden.....	Colorado School of Mines.....	H. V. Kepner.....	A. J. Park.
Greeley.....	Colorado State Teachers College.	A. H. Stockham.....	Rufus G. Gentry.
Montclair.....	Colorado Woman's College.....		
CONNECTICUT.			
Hartford.....	Trinity College.....	Flavel S. Luther.....	Edgar F. Waterman.
Middletown.....	Wesleyan University.....	John C. Clark.....	David G. Downey.
New Haven.....	Yale University.....	Arthur Twining Hadley.	Anson Phelps Stokes.
New London.....	Connecticut College for Women.	Benjamin T. Marshall.	Elizabeth C. Wright.
Storrs.....	Connecticut Agricultural College	Gov. Marcus H. Holcomb, ex-officio.	O. F. King.
DELAWARE.			
Newark.....	Delaware College.....	Henry B. Thompson..	Charles B. Evans.

¹ Board of regents

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
DISTRICT OF COLUMBIA.			
Washington.....	American University.....	Benjamin F. Leighton	Charles W. Baldwin
Do.....	Catholic University of America.....	James Cardinal Gibbons	Right Rev. J. F. R. Canevin
Do.....	Gallaudet College.....	Percival Hall	Ulysses G. B. Pierce
Do.....	Georgetown University.....	John B. Creeden, S. J.	Edmund A. Walsh, S. J.
Do.....	George Washington University.....	John Bell Larnar, chairman	Elmer Louis Kayser
Do.....	Howard University (colored).....	Stanton J. Peeble	George W. Cook
Do.....	St. John's College.....	Brother Phillip	Brother Denis
Do.....	Trinity College.....	James Cardinal Gibbons	Sister Gertrude
FLORIDA.			
De Land.....	John B. Stetson University.....	John B. Stetson, Jr.	Silas B. Wright
Gainesville.....	University of Florida ¹	J. L. Earman	Bryan Mack
Lake City.....	Columbia College.....	Hon. J. S. Blitch	Rev. Dr. W. L. G. Mahon
Sutherland.....	Southern College.....	J. B. Mitchell	L. W. Moore
Tallahassee.....	Florida State College for Women.....	Joe L. Farman, chairman	Bryan Mack
Winter Park.....	Rollins College.....	C. H. French	W. R. O'Neal
GEORGIA.			
Athens.....	University of Georgia.....	Henry D. McDaniel	T. W. Reed
Atlanta.....	Athlanta University (colored).....	Edward T. Ware	William B. Matthews
Do.....	Georgia School of Technology.....	N. E. Harris	James S. Akers
Do.....	Morehouse College (colored).....	John F. Purser	E. R. Carter
Do.....	Morris Brown University (colored).....	William A. Fountain	William D. Johnson
College Park.....	Cox College.....	H. M. Willett, chairman	E. C. James
Cuthbert.....	Andrew College.....	J. B. Wight	C. W. Curry
Dahlonega.....	North Georgia Agricultural College.....	W. B. McAnts	R. C. Baker
Decatur.....	Agnes Scott College.....	J. K. Orr, chairman	F. A. Gaines
Demorest.....	Piedmont College.....	Philip F. Moxom	G. Butler
Forsyth.....	Bessie Tift College.....	O. H. B. Bloodworth	Samuel Rutherford
Gainesville.....	Brunson College.....	H. H. Perry	J. B. Hosch
Lagrange.....	Lagrange College.....	John M. Barnard	Frank Harwell
Do.....	Southern Female College.....	L. J. Renner	E. L. Renner
Macon.....	Mercer University.....	W. B. Hardman	E. S. Davis
Do.....	Wesleyan Female College.....	W. N. Ainsworth	George B. Jewett
Oxford.....	Emory University.....	Assa G. Candler	W. D. Thomason
Rome.....	Shorter College.....	J. P. Cooper	W. M. Harbin
South Atlanta.....	Clark University (colored).....	F. D. Leete	W. H. Crogman
HAWAII			
Honolulu.....	College of Hawaii.....	W. R. Farrington	A. L. Dean
IDAHO.			
Caldwell.....	College of Idaho.....	David A. Clemens, chairman	L. S. Dille
Moscow.....	University of Idaho ²	Evan Evans	J. A. Keeler
ILLINOIS.			
Abingdon.....	Hedding College.....	C. F. W. Smith	W. H. Craine
Aledo.....	William and Vashti College.....	Henry E. Burgess	David A. Hebel
Alton.....	Shurtleff College.....	A. A. Curry	John Leverett
Aurora.....	Aurora College.....	James R. Singleterry	William J. Watson
Bloomington.....	Illinois Wesleyan University.....	Sain Welty	F. M. Austin
Bombonnais.....	St. Viator College.....	J. P. O'Mahoney, C. S. V.	W. J. Bergin, C. S. V.
Carlinville.....	Blackburn College.....	Ira W. Allen	Thomas Rinaker
Carthage.....	Carthage College.....	C. H. Boyer	H. C. Sprick
Chicago.....	Armour Institute of Technology.....	J. Ogden Armour	Frederick C. Smith
Do.....	De Paul University.....	F. X. McCabe, C. M.	D. J. McIlugh, C. M.
Do.....	Lewis Institute.....	La Verne Noyes	Charles S. Cutting
Do.....	Loyola University.....	John B. Furay, S. J.	Albert Esterman, S. J.
Do.....	University of Chicago.....	Martin A. Ryerson	J. Spencer Dickerson
Decatur.....	James Mifflin University.....	W. J. Darby	H. E. Starkey
Eureka.....	Eureka College.....	T. J. McGuire	L. O. Lehman

¹ Board of control.² State board of education and board of regents of University of Idaho.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
ILLINOIS—continued.			
Evanston.....	Northwestern University.....	James A. Patten.....	Frank Philip Crandon.
Ewing.....	Ewing College.....	J. D. Hooker.....	F. L. Karn.
Galesburg.....	Knox College.....	W. E. Simon's, acting president.	Alvah S. Green.
Do.....	Lincoln College.....	Lyman McCarl.....	Ralph M. Atterbury.
Gettysburg.....	Monticello Seminary.....	Edward P. Wade.....	Charles A. Caldwell.
Greenville.....	Greenville College.....	Franklin H. Ashcraft.....	S. W. Andrews, jr.
Jacksonville.....	Illinois College.....	Andrew Russell.....	Carl E. Black.
Do.....	Illinois Woman's College.....	T. J. Pitzer.....	Joseph R. Barker.
Knoxville.....	St. Mary's School.....	M. Edward Fawcett.....	Charles W. Leffingwell.
Lake Forest.....	Lake Forest College.....	Clayton Mark.....	John H. S. Lee.
Lebanon.....	McKendree College.....	Hon. Charles S. Demen.....	James C. Dolley.
Lincoln.....	Lincoln College.....	J. E. Miller.....	J. H. Boyd.
Macomb.....	Macomb College.....	Thomas H. McMichael.....	Ivory Quinby.
Mount Carroll.....	Frances Shimer School.....	G. Helmuth.....	William P. McKee.
Naperville.....	Northwestern College.....	John M. Niehaus.....	E. M. Spreng.
Peoria.....	Bradley Polytechnic Institute.....	Edward P. Lathrop.....	W. W. Hammond.
Rockford.....	Rockford College.....	Joseph A. Anderson.....	George O. Forbes.
Rock Island.....	Augustana College.....	William L. Abbotts.....	Theodore Ekblad.
Urbana.....	University of Illinois.....	Charles A. Blanchard.....	H. E. Cunningham.
Wheaton.....	Wheaton College.....		F. W. Smith.
INDIANA.			
Bloomington.....	Indiana University.....	Theodore F. Rose.....	John W. Cravens.
Collegeville.....	St. Joseph's College.....	George Hinfelang.....	Ignatius Wagner.
Crawfordsville.....	Wabash College.....	C. P. S.....	C. P. S.
Ellettsburg.....	Farham College.....	Albert D. Thomas.....	Theodore H. Ristien.
Fort Wayne.....	Concordia College.....	Amos K. Hollowell.....	Mary A. Stubbs.
Franklin.....	Franklin College.....	Rev. A. Lange, chairman.	Rev. W. E. Moil.
Goshen.....	Goshen College.....	Grafton Johnson.....	Will A. Burton.
Greencastle.....	De Pauw University.....	H. F. Reist.....	D. D. Miller.
Hanover.....	Hanover College.....	Luiz Dougherty.....	H. H. Hornbrook.
Indianapolis.....	Butler College.....	Jasper W. La Grange.....	R. S. Lawrence.
Do.....	Indiana Central University.....	Hilton U. Brown.....	Barton W. Cole.
Lafayette.....	Purdue University.....	J. W. Lake.....	A. D. Smith.
Merom.....	Union Christian College.....	Joseph D. Oliver.....	Edward A. Elsworth.
Moore Hill.....	Moore's Hill College.....	C. B. Hershey.....	Gault W. Pleasant.
Notre Dame.....	St. Mary's College and Academy.....	F. V. Hawkins.....	M. A. Farr.
Do.....	University of Notre Dame.....	Mother M. Perpetua.....	Mother M. Aquina.
Oakland City.....	Oakland City College.....	Andrew Morrissey, Ph. D.	William Conner.
Terre Haute.....	Rose Polytechnic Institute ¹	D. B. Montgomery.....	J. P. Cox.
Upland.....	Taylor University.....	W. C. Ball.....	Paul N. Bogart.
Valparaiso.....	Valparaiso University.....	John C. White, D. D.	H. T. Connelly.
Vincennes.....	Vincennes University.....	Henry B. Brown.....	John E. Roesser.
Wabash.....	Wabash College.....	W. M. Hindman.....	W. B. Robinson.
IOWA.			
AMES.....	Iowa State College of Agriculture and Mechanic Arts.....	D. D. Murphy.....	W. H. Gemmill.
Cedar Falls.....	Iowa State Teachers College.....	Do.....	Do.....
Cedar Rapids.....	Coe College.....	E. R. Burkhalter.....	John S. Fly.
Clinton.....	Warburg College.....	G. A. Landrey.....	H. Breuckner.
Decorah.....	Luther College.....	C. K. Preus.....	O. L. Olson.
Des Moines.....	Des Moines College.....	J. R. Vaughan.....	Nelson Royal.
Do.....	Drake University.....	Keith Vawter, chairman.	George A. Jewett.
Dubuque.....	Dubuque College.....		Albert S. Peikert.
Fairfield.....	Parsons College.....	Archibald Cardie, D. D.	Charles J. Fulton.
Fayette.....	Upper Iowa University.....	N. A. Mershon.....	C. R. Carpenter.
Grinnell.....	Grinnell College.....	John H. T. Main.....	H. W. Somers.
Hopkinton.....	Lenox College.....		W. H. Esign.
Indianapolis.....	Stimpson College.....	A. V. Proctor.....	J. H. Henderson.
Iowa City.....	State University of Iowa.....	D. D. Murphy.....	W. H. Gemmill.
Iowa Falls.....	Ellsworth College.....	Stas M. Weaver.....	F. D. Peet.
Lamoni.....	Graceland College.....	Albert Carmichael.....	J. F. Garver.
Mount Pleasant.....	Iowa Wesleyan College.....	Hugh A. Cole.....	Thomas Osborn.
Mount Vernon.....	Cornell College.....	Charles W. Flint.....	Hamline H. Freer.
Oskaloosa.....	Penn College.....	William A. Johnson.....	L. W. Cook.
Pella.....	Central University of Iowa.....	B. F. Brinkman.....	John Wessellink.
Sioux City.....	Morningside College.....	E. C. Hedman.....	F. O. Barz.
Storm Lake.....	Buena Vista College.....	W. C. Edson.....	Dr. W. M. Storey.
Tabor.....	Tabor College.....	Nelson W. Wehrhan.....	Mary Anna Reed.
Toledo.....	Leander Clark College ¹	J. H. Yaggy.....	E. A. Benson.
University Park.....	Central Business University.....	W. M. Balz.....	H. E. Rosenberger.

¹ Board of managers.² Has discontinued sessions for the period of the war.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
KANSAS.			
Atchison.....	Midland College.....	E. E. Stauffer.....	R. B. Peery.....
Do.....	St. Benedict's College.....	Innocent Wolf, O.S.B.....	Damian Lavery, O.S.B.....
Baldwin.....	Baker University.....	Nelson Case.....	Charles F. Beeks.....
Emporia.....	College of Emporia.....	William Foulkes.....	H. C. Culbertson.....
Highland.....	Highland College.....	William M. Boone.....	Tobias Larson.....
Kansas City.....	Kansas City University.....	Bishop Cyrus J. Kephart.....	Judge F. T. Woodburn.....
Lawrence.....	University of Kansas.....	Gov. Arthur Capper.....	W. N. Mason.....
Lindsborg.....	Bethany College.....	Alfred Bergin.....	Andrew Monson.....
McPherson.....	McPherson College.....	J. J. Yoder.....	H. J. Harnly.....
Manhattan.....	Kansas State Agricultural College.....	Gov. Arthur Capper, chairman.....	Lee Harrison.....
Ottawa.....	Ottawa University.....	A. S. Olin.....	W. A. Elliott.....
St. Marys.....	St. Mary's College.....	William J. Wallace, S. J.....	Simon A. Ryan, S. J.....
Salina.....	Kansas Wesleyan University.....	T. W. Roach.....	C. W. Stevens.....
Sterling.....	Cooper College.....	R. T. Campbell.....	W. E. Currie.....
Topeka.....	Washburn College.....	P. P. Womer.....	Ella May Pixley.....
Wichita.....	Fairmount College.....	H. W. Darling.....	Robert L. Holmes.....
Do.....	Friends University.....	L. Clarkson Henshaw.....	Dr. Thomas J. Carter.....
Winfield.....	Southwestern College.....	A. O. Ebright.....	T. E. Hinshaw.....
KENTUCKY.			
Berea.....	Berea College.....	William G. Frost.....	A. E. Thompson.....
Bowling Green.....	Ogden College.....	Max B. Nahrn.....	D. W. Wright.....
Danville.....	Central University of Kentucky.....	A. J. A. Alexander.....	J. A. Cheek.....
Do.....	Kentucky College for Women.....	John A. Quisenberry.....	Do.....
Georgetown.....	Georgetown College.....	C. H. Nunnally.....	J. W. Thacker.....
Hopkinsville.....	Bethel Woman's College.....	C. M. Thompson.....	T. W. Blakey.....
Lexington.....	Hamilton College for Women.....	J. S. Botts.....	Mrs. Charles A. Thomas.....
Do.....	Sayre College.....	Clifton E. Ross.....	E. D. Vesch.....
Do.....	University of Kentucky.....	Hon. A. O. Stanley.....	Wellington Patrick.....
Do.....	Transylvania College.....	W. Hume Logan.....	Hogan Yancey.....
Louisville.....	University of Louisville.....	A. Y. Ford.....	W. H. Bradbury.....
Russellville.....	Bethel College.....	F. C. Nourse.....	H. L. Trimble.....
Do.....	Logan Female College.....	W. F. Gibson, D. D.....	A. P. Lyon.....
St. Mary.....	St. Mary's College.....	Michael Jaglowicz, C.R.....	Ignatius Ferlus, C. R.....
Winchester.....	Kentucky Wesleyan College.....	E. G. B. Mann, D. D.....	J. P. Strother.....
LOUISIANA.			
Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.....	Hon. R. G. Pleasant.....	A. T. Prescott.....
Clinton.....	Silliman Collegiate Institute.....	D. F. Wilkinson.....	D. M. Pipes.....
Convent.....	Jefferson College.....	R. T. Moore.....	R. E. Babbitts.....
Mansfield.....	Mansfield Female College.....	R. M. Walmsley.....	L. A. Wogan.....
New Orleans.....	H. Sophie Newcomb Memorial College for Women.....	A. E. Otis, S. J.....	Michael J. Walsh, S. J.....
Do.....	Loyola University.....	Robert Sharp, Ph. D.....	L. A. Wogan.....
Pineville.....	Louisiana College.....	Z. R. Lawhon.....	C. Cottingham.....
MAINE.			
Brunswick.....	Bowdoin College.....	Kenneth C. M. Sills.....	Barrett Potter.....
Lewiston.....	Bates College.....	George C. Chase.....	Franklin M. Drew.....
Orono.....	University of Maine.....	Samuel W. Gould.....	Thomas V. Doherty.....
Van Buren.....	Van Buren College (St. Mary's).....	C. J. Barth, S. M.....	Henry Seller, C. M.....
Waterville.....	Colby College.....	Leslie C. Cornish.....	Charles E. Owen.....
MARYLAND.			
Annapolis.....	St. John's College.....	Gov. Emerson C. Harrington.....	L. Dorsey Gassaway.....
Do.....	United States Naval Academy.....	Rear Admiral E. W. Eberle, chairman of Academic Board.....	Com. John Downes, secretary of Academic Board.....
Baltimore.....	Goucher College.....	Summerfield Baldwin.....	George A. Solter.....
Do.....	Johns Hopkins University.....	R. Brent Keyser.....	Henry D. Harlan.....
Do.....	Loyola College.....	Jos. A. McEneaney, S. J.....	Richard A. Fleming, S. J.....
Do.....	University of Maryland ¹	Dr. Thos. Fell, provost.....	Dr. Wm. S. Gardner.....
Do.....	Morgan College (colored).....	John F. Goucher.....	Joseph H. Lockerman.....
Do.....	Mount St. Joseph's College.....	Brother Isadore, C. F. X.....	Brother Philip, C. F. X.....
Cheestertown.....	Washington College.....	Lewin W. Wickes.....	H. W. Vickers.....

¹ Board of regents.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
MARYLAND—contd.			
College Park.....	Maryland State College of Agriculture.	S. M. Shoemaker, chairman.	W. W. Skinner
Ellicott City.....	Rock Hill College.	Brother Philip, F. S. C.	Brother Julius, F. S. C.
Emmitsburg.....	Mount St. Mary's College.	Right Rev. Mgr. Bernard J. Bradley.	Rev. Edward B. Jordan, S. T. D.
Frederick.....	Hood College.	William C. Schaeffer.	Frederick A. Rupley.
Lutherville.....	Maryland College for Women ¹ .	Ezra K. Bell, D. D.	James S. Nussar.
New Windsor.....	Blue Ridge College.	Charles D. Bonsack.	Herbert G. Englar.
Westminster.....	Western Maryland College.	Charles Billingslea.	T. H. Lewis.
MASSACHUSETTS.			
Amherst.....	Amherst College.	George A. Plimpton.	Williston Walker.
Do.....	Massachusetts Agricultural College.	Charles A. Gleason.	Wilfred Wheeler.
Boston.....	Boston College.	C. W. Lyons, S. J.	John S. Keating, S. J.
Do.....	Boston University.	John L. Bates.	George S. Butters.
Do.....	Simmons College.	Henry Lefavour.	John W. Bartol.
Cambridge.....	Harvard University ² .	Robert Grant.	Winthrop H. Wade.
Do.....	Massachusetts Institute of Technology.	Richard C. MacLaurin.	James P. Munroe.
Do.....	Radcliffe College.	Le Baron R. Briggs.	Anna Wellington Wolbach.
Northampton.....	Smith College.	William Allan Nelson.	Charles N. Clark.
Norton.....	Wheaton College.	Samuel V. Cole.	Annie M. Kilham.
South Hadley.....	Mount Holyoke College.	Joseph A. Skinner.	Francis Parsons.
Tufts College.....	Tufts College.	Austin B. Fletcher.	Edmund W. Kellogg.
Wellesley.....	Wellesley College.	Edwin F. Greene.	Miss Sarah Lawrence.
Williamstown.....	Williams College.	Harry A. Garfield.	Willard E. Hoyt.
Worcester.....	Clark University.	A. George Bullock.	G. Stanley Hall.
Do.....	Clark College.	do.	Do.
Do.....	College of the Holy Cross.	Joseph N. Dinand, S. J.	James A. Mullen, S. J.
Do.....	Worcester Polytechnic Institute.	Charles G. Washburn.	Charles Baker.
MICHIGAN.			
Adrian.....	Adrian College.	Myron W. Hoisington.	Ely D. Miller.
Albion.....	Albion College.	E. J. Phelps.	Samuel Dickie.
Alma.....	Alma College.	James M. Barkley.	Albert P. Cook.
Ann Arbor.....	University of Michigan ¹ .	Harry B. Hutchins.	Shirley W. Smith.
Detroit.....	University of Detroit.	William T. Doran, S. J.	Henry W. Otting, S. J.
East Lansing.....	Michigan Agricultural College.	Frank S. Kedzie.	Addison M. Brown.
Hillsdale.....	Hillsdale College.	W. E. Ambler.	Lorenzo E. Dow.
Holland.....	Hope College.	Edward D. Dimment.	Gerrit J. Diekema.
Houghton.....	Michigan College of Mines.	William Kelly.	F. W. McNair.
Kalamazoo.....	Kalamazoo College.	R. E. Olds, chairman.	C. W. Oakley.
Olivet.....	Olivet College.	Theodore H. Wilson.	Edward M. Wyble.
MINNESOTA.			
Collegeville.....	St. John's University.	Peter Engel, O. S. B.	Kilian Held, O. S. B.
Minneapolis.....	Augsburg Seminary.	Rev. E. E. Gynild.	Fred Paulson.
Do.....	University of Minnesota.	Fred B. Snyder.	George H. Hayes.
Northfield.....	Carleton College.	David P. Jones.	Harlin W. Page.
Do.....	St. Olaf College.	S. H. Holstad.	O. O. Erling.
St. Paul.....	College of St. Catherine.		
Do.....	College of St. Thomas.		V. Rev. Jas. C. Byrne.
Do.....	Hamline University.	Benjamin F. Nelson.	Frank A. Cone.
Do.....	Macalester College.	Thomas Shaw.	B. H. Schriber.
St. Peter.....	Gustavus Adolphus College.	Henry Benson.	C. E. Benson.
Winona.....	College of St. Teresa.	Mother M. Leo Tracy.	Sister M. Anastasia Ryan.
MISSISSIPPI.			
Agricultural College.....	Mississippi Agricultural and Mechanical College.	Hon. Theodore G. Bilbo.	O. F. Lawrence.
Blue Mountain.....	Blue Mountain College.	W. T. Lowrey.	
Brookhaven.....	Whitworth Female College.	Thad. B. Lampton.	H. B. Watkins.
Clinton.....	Hillman College.	W. T. Lowrey.	Do.
Do.....	Mississippi College.	W. T. Ratcliff.	W. A. McComb.
Columbus.....	Industrial Institute and College.	Hon. Theodore G. Bilbo.	O. F. Lawrence.
Grenada.....	Grenada College.	Judge J. G. McGowen.	Rev. R. A. Tucker.
Holly Springs.....	Rust University (colored).	John E. Anderson.	F. H. Henry.
Jackson.....	Belhaven College.	W. C. Wells.	C. A. Alexander.
Do.....	Millsaps College.	W. B. Murrah.	J. B. Streater.
Meridian.....	Meridian College (Conservatory).	L. P. Brown.	T. C. Harmon.
Pontotoc.....	Chickasaw Female College.		
University.....	University of Mississippi.	Hon. Theodore G. Bilbo.	O. F. Lawrence.

¹ Board of control.² Board of overseers.³ The regents.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
MISSOURI.			
Albany.....	Palmer College.....	J. W. Piper.....	E. A. Watkins.
Cameron.....	Missouri Wesleyan College.....	W. F. Burris.....	Ben. F. Jones.
Canton.....	Culver-Stockton College.....	W. B. McRoberts.....	Ed. N. Cason.
Columbia.....	Christian College.....	D. A. Robnett.....	Mrs. L. W. St. Clair-Moss.
Do.....	Stevens College.....	W. W. Charters.....	J. F. Thornton.
Do.....	University of Missouri ¹	David R. Francis.....	J. G. Babb.
Fayette.....	Central College.....	John A. Rich.....	L. W. Jacobs.
Do.....	Howard Payne College.....	A. W. Walker.....	H. K. Gliven.
Fulton.....	Westminster College.....	B. F. Edwards.....	B. H. Charles.
Do.....	Synodical College.....	A. D. Smith.....	B. G. Wood.
Do.....	William Woods College.....	W. E. Jameson, Chair.....	J. H. Atkinson.
Glasgow.....	Pritchett College.....	M. L. Johnson.....	B. W. Heiman.
Lexington.....	Central College for Women.....	P. P. Lewis.....	E. N. Hopkins.
Liberty.....	William Jewell College.....	J. S. Major.....	D. F. Manning.
Marshall.....	Missouri Valley College.....	W. P. Stark.....	W. B. Seppington.
Mexico.....	Hardin College.....	C. F. Clark.....	J. J. Orten.
Morrisville.....	Searritt-Morrisville College.....	C. J. Wilkins.....	J. M. Hall.
Nevada.....	Cottey College.....	F. H. Glenn.....	D. M. Knight.
Parkville.....	Park College.....	Homer Mann.....	M. Rhodes.
St. Charles.....	Lindenwood College for Women.....	Dr. John L. Roemer.....	Matthew McKennany, S. J.
St. Louis.....	Forest Park College.....	B. F. Edwards.....	Ludwig Kotany.
Do.....	St. Louis University.....	Bernard J. Otting, S. J.....	G. W. Nonesmather.
Do.....	Washington University ²	Robert S. Brookings.....	John P. Stevenson.
Springfield.....	Drury College.....	Thomas W. Nadal.....	D. W. Smith.
Tarkio.....	Tarkio College.....	A. L. Davidson.....	
Warrenton.....	Central Wesleyan College.....	Franz Fiehler.....	
MONTANA.			
Boseman.....	Montana College of Agriculture and Mechanic Arts. ³	Hon. S. V. Stewart.....	May Trumper.
Butte.....	Montana State School of Mines.....	do.....	Do.
Missoula.....	State University.....	do.....	Do.
NEBRASKA.			
Bellevue.....	Bellevue College.....	C. M. Wilhelm.....	H. E. Maxwell.
Bethany.....	Cotner University.....	E. F. Snavely.....	John H. Dickinson.
College View.....	Union College.....	R. A. Underwood.....	H. A. Morrison.
Crete.....	Doane College.....	William A. Sallcock.....	George W. Mitchell.
Grand Island.....	Grand Island College.....	Rev. A. J. Morris.....	Elias F. Starr.
Hastings.....	Hastings College.....	A. H. Jones.....	P. L. Johnson.
Lincoln.....	University of Nebraska ⁴	Edward Provost Brown.....	James S. Dales.
Omaha.....	Craigton University.....	F. X. McKennany, S. J.....	William P. Whelan, S. J.
Do.....	University of Omaha.....	Archib. W. Carpenter.....	W. T. Graham.
University Place.....	Nebraska Wesleyan University.....	A. L. Johnson.....	N. A. Martin.
York.....	York College.....	W. O. Jones.....	R. E. Townsend.
NEVADA.			
Reno.....	University of Nevada ⁴	J. F. Abel.....	Mrs. Louise Blaney.
NEW HAMPSHIRE.			
Durham.....	New Hampshire College of Agriculture and Mechanic Arts.....	H. L. Boutwell.....	J. A. Tufts.
Hanover.....	Dartmouth College.....	Ernest Marion Hopkins.....	John King Lord.
Manchester.....	St. Anselm's College.....	Ernest Helmstetter, O. S. B.....	Aloysius Bradley, O. S. B.
NEW JERSEY.			
Convent Station.....	College of St. Elizabeth.....	Sister Mary Pauline Kelligar.....	Sister Mary Agnes Sharkey.
Hoboken.....	Stevens Institute of Technology.....	Alex. C. Humphreys.....	E. A. Stevens, jr.
Jersey City.....	St. Peter's College.....	James F. McDermott, S. J.....	
Kenilworth.....	Upsala College.....	Mauritz Stolpe.....	J. E. Chester.
New Brunswick.....	Rutgers College.....	William H. S. Demarest.....	J. Preston Seale.
Princeton.....	Princeton University.....	John G. Hibben ⁵	Wilson Farrand.
South Orange.....	Seton Hall College.....	Right Rev. John J. O'Connor, D. D.....	James J. Sheehan.

¹ Board of curators.² Board of directors.³ State board of education has control.⁴ Board of regents.⁵ The governor of the State of New Jersey is ex officio president of the board of trustees.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
NEW MEXICO.			
Albuquerque.....	University of New Mexico ¹	George L. Brooks.....	J. A. Reidy.
Ecocorro.....	New Mexico State School of Mines.....	P. H. Argall.....	C. T. Brown.
State College.....	New Mexico College of Agriculture and Mechanic Arts. ¹	C. L. HHH.....	Louis A. McRae.
NEW YORK.			
Albany.....	New York State College for Teachers.....	John H. Finley.....	Erastus Corning.
Alfred.....	Alfred University.....	Vernon A. Baggs.....	D. S. Burdick.
Anndale-on-Hudson.....	St. Stephen's College.....	David H. Greer, chairman.....	William Harrison.
Aurora.....	Wells College.....	N. Lansing Zabriskie.....	Robert L. Zabriskie.
Brooklyn.....	Adelphi College.....	James H. Post.....	H. K. Twitchell.
Do.....	Polytechnic Institute of Brooklyn.....	Fred W. Atkinson.....	Richard L. Russell.
Do.....	St. Francis College.....	Right Rev. Mons. George Kaupert.....	Brother Vincent, O. S. F.
Do.....	College of St. Francis Xavier.....	Rev. Joseph H. Rockwell, S. J.....	Rev. Thomas E. Murphy, S. J.
Do.....	St. John's College.....	John W. Moore, C. M.....	E. L. Carey, C. M.
Bu. alo.....	Canisius College.....	George J. Krim, S. J.....	Frederic J. Bunse, S. J.
Do.....	University of Buffalo ²	Charles P. Norton, chancellor.....	Philip B. Goetz.
Canton.....	St. Lawrence University.....	Vasco P. Abbott.....	Frank N. Cleaveland.
Clinton.....	Hamilton College.....	Elfrin Root.....	George E. Dunham.
Elmira.....	Elmira College.....	H. C. Mandeville.....	Arthur Clinton.
Geneva.....	Robert College.....	Douglas Merritt, chairman.....	P. N. Nicholas.
Hamilton.....	Colgate University.....	Sidney M. Colgate.....	James C. Colgate.
Ithaca.....	Cornell University.....	Hon. Frank N. Hiscocck.....	Chas. D. Bostwick.
Keuka Park.....	Keuka College.....	W. T. Morris.....	Charles A. Dowdell.
New Rochelle.....	College of New Rochelle.....	Adrian Iselin, jr.....	Edward J. McGuire.
New York.....	Barnard College.....	Silas B. Brownell, chairman.....	Frederic B. Jennings, clerk.
Do.....	College of the City of New York.....	John G. Milburn, chairman.....	James W. Hyde.
Do.....	Columbia University.....	William Barclay Parsons.....	John B. Pine.
Do.....	Fordham University.....	Joseph A. Mulry, S. J.....	Joseph T. Keating, S. J.
Do.....	Hunter College of the City of York.....	Edward J. McGuire, chairman.....	Ernest C. Hunt.
Do.....	Manhattan College.....	Strother Henry August, F. S. C.....	Brother Jasper, F. S. O.
Do.....	New York University.....	George Alexander.....	George A. Strong.
Do.....	Teachers College.....	V. Everit Macy.....	Dunlevy Milbank.
Niagara University.....	Niagara University.....	William T. Lilly, C. M.....	John J. O'Byrne, C. M.
Potsdam.....	Clarkson College of Technology.....	George H. Sweet.....	Hugh A. Grant.
Poughkeepsie.....	Vassar College.....	Charles M. Pratt, chairman.....	Henry V. Pelton.
Rochester.....	University of Rochester.....	John P. Munn.....	Charles M. Williams.
St. Bonaventure.....	St. Bonaventure's College.....	Edward J. Blocke, O. F. M.....	Alexander M. Hickey, O. F. M.
Schenectady.....	Union University.....	George Alexander, D. D.....	Edgar S. Barney.
Syracuse.....	Syracuse University.....	Charles Andrews.....	De Witt B. Thompson.
Troy.....	Rensselaer Pyrotechnic Institute.....	Palmer C. Ricketts.....	John Squires.
West Point.....	U. S. Military Academy.....	None.....	None.
NORTH CAROLINA.			
Belmont.....	Belmont Abbey College.....	Right Rev. Leo Hald, O. S. B.....	Thomas Oestreich, O. S. B.
Chapel Hill.....	University of North Carolina.....	Hon. T. W. Bickett.....	R. D. W. Connor.
Charlotte.....	Biddle University (colored).....	R. P. Wyche.....	S. F. Wentz.
Do.....	Queens College.....	A. A. McGeachy.....	William Anderson.
Davidson.....	Davidson College.....	W. L. Lingle.....	W. J. McKay.
Durham.....	Trinity College.....	Joseph G. Brown.....	D. W. Newson.
Elon College.....	Elon College.....	W. A. Harper.....	P. H. Fleming.
Greensboro.....	Greensboro College for Women.....	J. B. Blades.....	Charles H. Ireland.
Guilford College.....	Guilford College.....	J. Elwood Cox.....	David White.
Hickory.....	Lenoir College.....	J. H. C. Huit.....	E. J. Fox.
Raleigh.....	Meredith College.....	W. N. Jones.....	J. D. Boushall.
Do.....	Peace Institute.....	William McC. White, chairman.....	Mary Owen Graham.
Do.....	St. Mary's School.....	Joseph B. Cheshire.....	K. P. Battle, jr.
Do.....	Shaw University (colored).....	W. S. Tanner.....	Albion H. Brainerd.

¹ Board of regents.² Council of the university.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
NORTH CAROLINA—continued.			
Red Springs.....	Flora Macdonald College.....	A. W. McLean.....	Dr. J. L. McMillan.
Salisbury.....	Livingstone College (colored)....	J. W. Hood, D. D.....	James E. Mason.
Wake Forest.....	Wake Forest College.....	James M. Parrott.....	Carey J. Hunter.
Weaverville.....	Weaver College.....	H. A. Dunham.....	C. E. Chambers.
West Raleigh.....	North Carolina State College of Agriculture and Engineering.	Hon. T. W. Bickett, ex officio.	C. W. Gold.
Wilson.....	Atlantic Christian College.....	George Hackney.....	S. G. Newborn.
Winston-Salem.....	Salem Academy and College.....	Edward Rondthaler.....	Howard E. Rondthaler.
NORTH DAKOTA.			
Agricultural College..	North Dakota Agricultural College. ¹	Lewis F. Crawford....	Charles E. Brewer.
Fargo.....	Fargo College.....	E. Lee Howard, D. D.	Edwin H. Stickney, D. D.
Jamestown.....	Jamestown College.....	H. M. Taber, chairman	S. E. Elsworth.
University.....	University of North Dakota ¹	Lewis F. Crawford....	Charles E. Brewer.
Do.....	Wesley College.....	Frank Lynch.....	Thomas A. Gallagher.
OHIO.			
Ada.....	Ohio Northern University.....	S. A. Bowman.....	S. D. Hazlett.
Akron.....	The Municipal University of Akron.	Frank M. Cooke.....	C. R. Olin.
Alliance.....	Mount Union College.....	Walter M. Ellett.....	R. H. Carr.
Ashland.....	Ashland College.....	William Kolb, jr.....	R. R. Teeter.
Athens.....	Ohio University.....	Alston Ellis.....	Israel M. Foster.
Berea.....	Baldwin-Wallace College.....	Carl F. Strecker.....	Dayton C. Miller.
Bluffton.....	Bluffton College.....	J. F. Lehman.....	L. J. Lehman.
Cedarville.....	Cedarville College.....	William Conley.....	S. C. Wright.
Cincinnati.....	St. Xavier College.....	Rev. James McCabe, S. J.	Rev. George A. McGovern, S. J.
Do.....	University of Cincinnati.....	Rufus B. Smith.....	Daniel Laurence.
Cleveland.....	Case School of Applied Science.....	John M. Henderson.....	Eckstein Case.
Do.....	St. Ignatius College.....	William B. Sommerhauser, S. J.	Francis J. Hagganey.
Do.....	Western Reserve University.....	Charles F. Thwing.....	Wilfred G. Leutner, acting secretary.
Columbus.....	Capital University.....	C. F. W. Allwardt.....	L. H. Burry.
Do.....	Ohio State University.....	Benjamin F. McCann.....	Carl E. Steeb.
Dayton.....	St. Mary College.....	George Meyer, S. M.....	George N. Sauer, S. M.
Defiance.....	Defiance College.....	D. M. McCullough.....	Elizabeth F. Wells.
Delaware.....	Ohio Wesleyan University.....	David S. Gray.....	William G. Hornell.
Findlay.....	Findlay College.....	William Harris Guyer.....	A. O. Hamilton, financial secretary.
Gambier.....	Kenyon College.....	Bishop William A. Leonard.	Francis W. Blake.
Granville.....	Denison University.....	Charles T. Lewis.....	Millard Brelford.
Hiram.....	Hiram College.....	Frederick A. Henry.....	James O. Newcomb.
Marion.....	Marion College.....	G. W. Hinman.....	W. W. Mills.
New Athens.....	Franklin College.....	W. H. McFarland.....	Lorain Johnson.
New Concord.....	Muskingum College.....	D. W. McClenahan, D. D.	W. J. Grimes.
Oberlin.....	Oberlin College.....	Henry C. King.....	George M. Jones.
Oxford.....	Miami University.....	Walter L. Tobey.....	Wallace P. Roubush.
Do.....	Oxford College for Women.....	Eleanor N. Adams.....	William E. Stewart.
Do.....	Western College for Women.....	J. S. Crowell.....	Mrs. B. A. Richardson.
Painesville.....	Lake Erie College.....	James R. Garfield.....	Frank J. Jerome.
Rio Grande.....	Rio Grande College.....	Benner Jones.....	John M. Davis.
Springfield.....	Wittenberg College.....	N. S. Everhard.....	A. H. Smith.
Tiffin.....	Heidelberg University.....	George F. Barles.....	J. Calvin Royer.
Toledo.....	St. Johns University.....	Francis X. Busch, S. J.	William J. Engelen, S. J.
Do.....	Toledo University.....	William H. Tucker.....	J. Cassam Mackenzie.
Westerville.....	Otterbein University.....	G. A. Lambert.....	E. L. Weiland.
Wilberforce.....	Wilberforce University (colored)	C. T. Shaffer.....	Carl C. Jenkins.
Wilmington.....	Wilmington College.....	David E. Dunham.....	Laurens H. Farquhar.
Wooster.....	College of Wooster.....	John T. Stone.....	Judge R. L. Adair.
Yellow Springs.....	Antioch College.....	George D. Black, D. D., acting president.	J. Peery Miller.
OKLAHOMA.			
Chickasha.....	Oklahoma College for Women ²	R. H. Wilson.....	Leslie T. Huffman.
Guthrie.....	Methodist University of Oklahoma.	William M. Short.....	W. R. Johnson.
Kingfisher.....	Kingfisher College.....	George L. Bowman.....	Charles W. Flak.
Norman.....	University of Oklahoma ³	R. H. Wilson.....	Leslie T. Huffman.
Salliswater.....	Oklahoma Agricultural and Mechanical College. ³	F. M. Gault.....	N. H. Lingenfelter.
Tulsa.....	Henry Kendall College.....	E. Roger Kemp.....	Rev. L. C. Walter.

¹ Board of regents.² State board of education has control.³ State board of agriculture has control.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
OREGON.			
Albany.....	Albany College.....	Frank J. Miller.....	William Fortmiller.
Corvallis.....	Oregon Agricultural College.....	J. K. Weatherford.....	Jefferson Myers.
Eugene.....	University of Oregon.....	R. S. Bean.....	I. H. Johnson.
Forest Grove.....	Pacific University.....	Harrison G. Platt.....	Napoleon Davis.
McMinnville.....	McMinnville College.....	B. F. Rhodes.....	Walter P. Dyke.
Newberg.....	Pacific College.....	Ezra H. Woodward.....	Evangeline Martin.
Portland.....	Reed College.....	Thomas L. Elliot.....	William P. Olds.
Salem.....	Willamette University.....	B. L. Steeves.....	I. H. van Winkle.
PENNSYLVANIA.			
Allentown.....	Allentown College for Women.....	Webster Grim.....	F. H. Moyer.
Do.....	Muhlenberg College.....	Reuben J. Butz.....	J. H. Waldelich.
Annaville.....	Lebanon Valley College.....	A. S. Kreider.....	W. H. Weaver.
Bacny.....	St. Vincent College.....	Leander Schnerer, O. S. B.	Gerard Bridge, O. S. B.
Beaver.....	Beaver College.....	W. F. Connor.....	Robert Darragh.
Beaver Falls.....	Geneva College.....	R. C. Wylie.....	E. K. Patton.
Bethlehem.....	Lehigh University.....	Henry R. Price.....	Warren A. Wilbur.
Do.....	Moravian College and Theological Seminary.....	Right Rev. Charles L. Moench.	Albert G. Rau.
Do.....	Moravian Seminary and College for Women.....	Abraham S. Schropp.....	E. A. Rau.
Byrn Mawr.....	Byrn Mawr College.....	Rufus M. Jones.....	Anna Rhoads Iadd.
Carlisle.....	Dickinson College.....	E. W. Biddle.....	Charles W. Straw.
Chambersburg.....	Wilson College.....	J. Ritchie Smith.....	Thomas J. Breerton.
Chaster.....	Pennsylvania Military College.....	John Wanamaker.....	Frank G. Sweeney.
Collegeville.....	Ursinus College.....	H. E. Paisley.....	S. I. Messinger.
Easton.....	Lafayette College.....	Israel P. Pardee.....	David Bennett King.
Gettysburg.....	Pennsylvania College.....	John F. Dapp.....	H. C. Picking.
Greenville.....	Thiel College.....	W. E. Frey.....	W. H. Shepher.
Grove City.....	Grove City College.....	F. R. Babcock.....	William S. McKay.
Haverford.....	Haverford College.....	Asa S. Wing.....	Morris F. Leeds.
Huntingdon.....	Juniata College.....	H. B. Brumbaugh.....	J. A. Myers.
Lancaster.....	Franklin and Marshall College.....	B. F. Fackenthal, Jr.....	George F. Mull.
Lewistown.....	Backnell University.....	Harry S. Hopper.....	A. J. Rowland.
Lincoln University.....	Lincoln University (colored).....	John B. Rendall.....	William C. Robinson.
Meadville.....	Allegheny College.....	Arthur W. Thompson.....	Paul Sturtevant.
Mechanicsburg.....	Irring Female College.....	A. R. Steck.....	Charles R. Trowbridge.
Myerstown.....	Albright College.....	W. E. Detwiler.....	J. H. Shirey.
New Wilmington.....	Westminster College.....	W. Charles Wallace, D. D.	W. T. Pierce.
Philadelphia.....	Drexel Institute.....	Alexander van Rensselaer.	Herman Dercum.
Do.....	Dropsie College.....	Cyrus Adler.....	Ephraim Lederer.
Do.....	La Salle College.....	Rev. Brother Richard	Brother D. Aloysius
Do.....	Temple University.....	Russell H. Conwell.....	F. S. C.
Do.....	University of Pennsylvania.....	Edgar F. Smith.....	George A. Welsh.
Pittsburgh.....	Carnegie Institute of Technology.....	William McConway, chairman.	Edward Robins.
Do.....	Duquesne University of the Holy Ghost.....	Martin A. Hehr.....	W. Lucien Scale.
Do.....	Pennsylvania College for Women.....	Oliver McClintock.....	John E. Kane.
Do.....	University of Pittsburgh.....	George H. Clapp.....	William H. Rea.
Sellinsgrove.....	Susquehanna University.....	Charles T. Aikens.....	Samuel B. Linhart.
State College.....	Pennsylvania State College.....	II. Walton Mitchell.....	R. L. Schroyer.
Swarthmore.....	Swarthmore College.....	Robert M. Janney.....	Edwin F. Sparks.
Villanova.....	Villanova College.....	N. J. Vasey, O. S. A.	Hetty L. Miller.
Washington.....	Washington and Jefferson College.....	John L. Dickey, vice president.	T. C. Middleton, O. S. A.
Waynesburg.....	Waynesburg College.....	Nathan B. Evans.....	James I. Brownson.
PORTO RICO.			
Rio Piedras.....	University of Porto Rico.....	Paul G. Miller.....	J. W. Ray.
RHODE ISLAND.			
Kingston.....	Rhode Island State College.....	Walter E. Ranger.....	Henry B. Moore.
Providence.....	Brown University.....	William H. P. Faunce.	Robert S. Burlingame.
SOUTH CAROLINA.			
Charleston.....	College of Charleston.....	Harrison Randolph.....	Thomas D. Anderson.
Do.....	The Citadel, The Military College of South Carolina.....	Col. O. J. Bond, Supt.	J. C. Ball.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
SOUTH CAROLINA—CON.			
Clemson College.....	Clemson Agricultural College.....	Alan Johnstone.....	Samuel W. Evans.
Columbia.....	Presbyterian College of South Carolina.....	Alexander Martin.....	A. E. Spencer.
College Place.....	Columbia College.....	E. O. Watson.....	A. N. Brunson.
Columbia.....	Allen University (colored).....	Bishop W. D. Chappelle.....	Greene Jackson.
Do.....	Benedict College (colored).....	William H. Lyles.....	B. W. Valentina.
Do.....	University of South Carolina.....	Gov. Richard I. Manning.....	Sarah F. Fickling.
Due West.....	Erskine College.....	G. R. White, D. D.....	G. G. Parkinson, D. D.
Do.....	Woman's College of Due West.....	A. S. Kennedy.....	E. L. Reid.
Greenville.....	Chicora College.....	J. P. Marion.....	S. C. Byrd.
Do.....	Furman University.....	J. J. Lawton.....	A. G. Furman.
Do.....	Greenville Woman's College.....	T. T. Hyde.....	B. F. Martin.
Greenwood.....	Lander College.....	George W. Sullivan.....	M. W. Hook.
Hartsville.....	Coker College.....	James L. Coker.....	J. J. Lawton.
Newberry.....	Newberry College.....	George B. Cromer.....	J. B. Hunter.
Spartanburg.....	Converse College.....	J. B. Cleveland.....	H. L. Bomar.
Do.....	Wofford College.....	J. Lyles Glean.....	James W. Kluga.
SOUTH DAKOTA.			
Brookings.....	South Dakota State College of Agricultural and Mechanic Arts. ¹	T. W. Dwight.....	Irwin L. Aldrich.
Huron.....	Huron College.....	H. M. Gage.....	J. I. Perek, business manager.
Mitchell.....	Dakota Wesleyan University.....	S. E. Morris.....	Lewis Shuster.
Rapid City.....	State School of Mines.....	T. W. Dwight.....	I. D. Aldrich.
Sioux Falls.....	Sioux Falls College.....	S. P. Shaw.....	A. E. Godfrey.
Vermillion.....	University of South Dakota.....	T. W. Dwight.....	I. D. Aldrich.
Yankton.....	Yankton College.....	H. K. Warren.....	M. A. Stewart, acting secretary.
TENNESSEE.			
Bristol.....	King College.....	John H. Caldwell.....	Tilden Scherer.
Do.....	Sullins College.....	A. D. Reynolds.....	T. F. Staley.
Chattanooga.....	University of Chattanooga.....	T. S. Henderson.....	Herman Fenger.
Clarksville.....	Southwestern Presbyterian University.....	Charles E. Diehl.....	M. Savage.
Greenville.....	Tusculum College.....	Henry R. Brown.....	B. J. Baxter.
Harrigate.....	Lincoln Memorial University.....	F. A. Seiberling.....	J. H. S. Morrison.
Jackson.....	Memphis Conference Female Institute.....	J. W. Blackard.....	Alva W. Taylor.
Do.....	Union University.....	O. C. Barton.....	A. M. Alexander.
Jefferson City.....	Carson-Newman College.....	J. Pike Powers.....	J. N. Ellis.
Knoxville.....	Knoxville College (colored).....	D. A. McClenahan.....	R. W. McGranahan.
Do.....	The University of Tennessee.....	Brown Ayres.....	William Rule.
Lebanon.....	Cumberland University.....	A. B. Martin.....	A. W. Hooker.
McKenzie.....	Bethel College.....	D. M. McAnulty.....	J. W. Smith.
Maryville.....	Maryville College.....	Edgar A. Elmore.....	Fred. L. Proffitt.
Memphis.....	Christian Brothers College.....	Brother John, F. S. C.....	Brother Hilarion, F. S. C.
Milligan.....	Milligan College.....	C. C. Taylor.....	Walter Price.
Murfreesboro.....	Tennessee College.....	C. H. Byrn.....	John Williams.
Nashville.....	Boscobel College.....	W. M. Lunsford.....	William Hume.
Do.....	Fisk University (colored).....	L. Hollingsworth.....	Dr. Thomas Jesse Jones.
Do.....	Peabody College for Teachers.....	Wood, vice chairman. Edward T. Sanford, chairman.	Charles E. Little.
Do.....	Vanderbilt University.....	Whiteford R. Cole.....	Claude Waller.
Sewanee.....	University of the South.....	Bishop T. F. Gallor.....	James G. Glass.
Spencer.....	Burritt College.....	W. S. Graves.....	J. Logan Malloy.
Washington College.....	Washington College.....	James T. Cooter.....	J. W. Whitlock.
TEXAS.			
Abilene.....	Simmons College.....	George L. Paxton.....	D. H. Mansell, bursar.
Austin.....	University of Texas.....	F. W. Cook.....	E. J. Matthews.
Belton.....	Baylor Female College.....	A. J. Jarrell.....	Rev. S. E. Tull.
Brownwood.....	Daniel Baker College.....	A. F. Carr, D. D.....	Brooks Smith.
Do.....	Howard Payne College.....	T. C. Yantis.....	J. L. King.
College Station.....	Agricultural and Mechanical College of Texas.....	John I. Guion.....	S. G. Bailey.
Dallas.....	Southern Methodist University.....	Bishop E. D. Mouzon.....	Frank Reedy.
Fort Worth.....	Texas Christian University.....	S. J. McFarland.....	E. M. Waits.
Do.....	Texas Woman's College.....	Ocie Speer.....	P. G. Dedmon.

¹ Board of regents.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
TEXAS—continued.			
Georgetown.....	Southwestern University.....	W. L. Dean.....	Rev. R. G. Mood.
Houston.....	Rice Institute.....	James A. Baker.....	Benjamin B. Rice.
San Antonio.....	St. Louis College.....	James P. Canning.....	John F. Ryan.
Sherman.....	Austin College.....	A. L. Randall.....	William F. Galbraith.
Do.....	North Texas Female College.....	John Marshall.....	P. C. Archer.
Tehuacana.....	Westminster College.....	W. M. Moody.....	J. A. Miller.
Waco.....	Baylor University.....	Pat M. Neff.....	W. H. Jenkins.
Waxahachie.....	Trinity University.....	F. N. Drane.....	H. L. Williamson.
UTAH.			
Logan.....	Agricultural College of Utah.....	Lorenzo N. Stohl.....	John L. Coburn.
Salt Lake City.....	University of Utah ¹	W. W. Riter.....	E. D. Thomas.
VERMONT.			
Burlington.....	University of Vermont and State Agricultural College.	George H. Perkins, acting president.	Guy W. Bailey.
Middlebury.....	Middlebury College.....	John M. Thomas.....	John A. Fletcher.
Northfield.....	Norwich University.....	H. R. Roberts, acting president.	Henry W. Orser.
Winooski.....	St. Michael's College.....	E. M. Salmon, S. S. E.....	E. Alliot, S. S. E.
VIRGINIA.			
Abingdon.....	Martha Washington College.....	M. H. Honaker.....	L. T. Cosby.
Do.....	Stonewall Jackson College.....	J. A. Buchanan.....	J. R. Dobyns.
Ashland.....	Randolph-Macon College.....	E. D. Newman.....	S. C. Hatcher.
Blacksburg.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.	J. Thompson Brown, rector of board of visitors.	Charles I. Wade.
Bridgewater.....	Bridgewater College.....	Hiram G. Miller.....	Sidney L. Bowman.
Bristol.....	Virginia Intermont College.....	R. Tate Irvine, rector of board of visitors.	S. C. Hodges.
Charlottesville.....	University of Virginia.....	H. L. Boatwright.....	E. I. Carruthers, bur-sar.
Danville.....	Averett (Junior) College for Young Women.	M. H. Honaker.....	D. B. Gardner.
Emory.....	Emory and Henry College.....	Paulus A. Irving.....	G. E. Penn.
Hampton Sidney.....	Hampton-Sidney College.....	Lurian H. Cocke.....	F. T. McFaden.
Hollins.....	Hollins College.....	R. A. James.....	M. Estes Cocke.
Lexington.....	Virginia Military Institute.	William A. Anderson, rector.	L. E. Steele.
Do.....	Washington and Lee University.	E. D. Newman.....	Paul M. Penick.
Lynchburg.....	Randolph-Macon Woman's College.	T. G. Hobbs.....	S. C. Hatcher.
Do.....	Virginia Christian College.....	Hervin U. Roop.....	W. G. Shankelford.
Manassas.....	Eastern College.....	J. Taylor Ellyson.....	Thomas H. Lion.
Richmond.....	Richmond College.....	A. Binga, Jr., D. D.....	B. West Tabb.
Do.....	Virginia Union University (colored).	Mattie P. Harris.....	William C. James.
Roanoke.....	Virginia College (Junior) for Young Women.	R. W. Kime.....	Charles K. Hunton.
Salem.....	Elizabeth College.....	Rev. A. D. R. Hancher, vice president.	Robert W. Kime.
Do.....	Roanoke College.....	Carl C. Grammer.....	Arthur P. Gray.
Sweet Briar.....	Sweet Briar College.....	Dr. James H. Dillard.....	L. W. Lane, jr.
Williamsburg.....	College of William and Mary.....		
WASHINGTON.			
Pullman.....	State College of Washington ¹	Edwin T. Coman.....	E. O. Holland.
Seattle.....	University of Washington ¹	William T. Perkins.....	William Markham.
Spokane.....	Gonzaga University.....	James M. Brogan, S. J.....	Paul P. Sauer, S. J.
Do.....	Spokane College.....	Rev. A. M. Skilov.....	P. O. Floan.
Do.....	Whitworth College.....	Jay P. Graves.....	R. E. Porterfield.
Tacoma.....	College of Puget Sound.....	E. L. Blaine.....	Dix H. Rowland.
Walla Walla.....	Whitman College ¹	Hon. Miles C. Moore.....	Dorsey M. Hill.
WEST VIRGINIA.			
Bethany.....	Bethany College.....	Thomas E. Cramblet.....	M. V. Danford.
Buckhannon.....	West Virginia Wesleyan College.	Charles W. Lynch.....	John A. Barnes.
Elkins.....	Davis and Elkins College.....	Howard Sutherland.....	Frederick H. Barron.
Morgantown.....	West Virginia University.....	M. P. Shawkey.....	J. F. Marsh.

¹Board of regents.²Board of overseers.

XXI.—PRESIDENTS AND SECRETARIES OF BOARDS OF TRUSTEES OF UNIVERSITIES AND COLLEGES—Continued.

Location.	University or college.	President of board of trustees.	Secretary of board of trustees.
WISCONSIN.			
Appleton.....	Lawrence College.....	L. M. Alexander.....	Herman Saecker.
Beloit.....	Beloit College.....	Melvin A. Brannon.....	Edward B. Kilbourn.
Madison.....	University of Wisconsin ¹	Charles H. Vilas.....	M. E. McCaffrey.
Milton.....	Milton College.....	Fred C. Dunn.....	Allen B. West.
Milwaukee.....	Concordia College.....	Rev. Ed. Albrecht.....	B. Sievers.
Do.....	Marquette University.....	Herbert C. Noonan, S. J.	James D. Foley, S. J.
Do.....	Milwaukee-Downer College.....	W. W. Wight.....	Charles H. Palmer.
Plymouth.....	Mission House.....	D. Hagelskamp.....	E. A. Hofer.
Prairie du Chien.....	Campion College.....	Albert C. Fox.....	James J. Daly.
Ripon.....	Ripon College.....	Henry C. Culbertson.....	Samuel M. Pedrick.
Sinsinawa.....	St. Clara College and Academy.....	Mother M. Samuel.....	Sister M. Constantia.
Watertown.....	Northwestern College.....	Rev. Jul. Klingmann.....	H. Machmueller.
Waukesha.....	Carroll College.....	William W. Perry.....	Henry M. Youmans.
WYOMING.			
Laramie.....	University of Wyoming.....	Mrs. Mary B. David....	F. S. Burrage.

¹ Board of regents.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS.

1. SCHOOLS OF THEOLOGY.

Location.	Name of Institution.	President or dean.
St. Bernard, Ala.....	St. Bernard College and Abbey (R. C.).....	Bernard Monges, D. D.; O. S. B.
Seima, Ala.....	Payne University Theological Department (A. M. E.).....	Robert Ernest Brooks, D. D.
Talladega, Ala.....	Talladega College Theological Seminary (Cong.).....	Frank S. Brewer, B. A.
Tuscaloosa, Ala.....	Stillman Institute (colored) (Presb.).....	Rev. R. K. Timmons.
Argenta, Ark.....	Shorter College Theological Department (A. M. E.).....	J. N. Campbell, B. D.
Little Rock, Ark.....	Arkansas Baptist College School of Theology.....	Joseph A. Booker, D. D.
Do.....	St. John's Diocesan Seminary (R. C.).....	Winand H. Arez, S. T. D.
Berkeley, Cal.....	Berkeley Baptist Divinity School.....	Clairborne M. Hill, D. D.
Do.....	Pacific School of Religion (nondenominational).....	Charles Sumner Nash, D. D.
Do.....	Pacific Unitarian School for the Ministry.....	Earl Morse Wilbur, D. D.
Los Angeles, Cal.....	University of Southern California, MacLay College of Theology (M. E.).....	Ezra A. Healy, S. T. D.
Men's Park, Cal.....	St. Patrick's Seminary (R. C.).....	Henry A. Ayrynhac, S. S.
San Anselmo, Cal.....	San Francisco Theological Seminary (Presb.).....	Warren Hall Landon, D. D.
San Francisco, Cal.....	California Bible College (Disc.).....	Dennison A. Russell, D. D.
Do.....	Church Divinity School of the Pacific (P. E.).....	William F. Nichols, D. D.
Denver, Colo.....	Ihli School of Theology (M. E.).....	James A. Beebe, D. D.
Hartford, Conn.....	Hartford Seminary Foundation (Cong.).....	William Douglas Mackenzie, D. D., LL. D.
Middletown, Conn.....	Berkeley Divinity School (P. E.).....	William Palmer Ladd, B. D., Dean.
New Haven, Conn.....	Yale University School of Religion (nonsectarian).....	Charles Reynolds Brown, D. D.
Washington, D. C.....	Catholic University of America, School of Sacred Sciences (R. C.).....	Edmund T. Shanahan, D. D.
Do.....	Howard University Theological Department (colored) (interdenominational).....	Davie Butler Pratt, D. D.
St. Leo, Fla.....	St. Leo College and Abbey (R. C.).....	Charles H. Mohr, O. S. B., D. D.
Atlanta, Ga.....	Atlanta Theological Seminary (Cong.).....	E. Lyman Hood, Ph. D.
Do.....	Emory University, Candler School of Theology (M. E. Church South).....	Plato T. Durham, D. D.
Do.....	Gammon Theological Seminary (colored) (M. E.).....	Philip M. Watters, D. D.
Do.....	Morehouse College Divinity School (colored) (Bapt.).....	C. C. Smith, D. D.
Do.....	Morris Brown University, Turner Theological Seminary (A. M. E.).....	P. W. Greathart, D. D.
Aurora, Ill.....	Aurora College Biblical Department (Advent Chris.).....	Orrin R. Jenks, D. B.
Bourbonnais, Ill.....	S. Viator College Theological Seminary (R. C.).....	J. P. O'Mahoney, C. S. V.
Chicago, Ill.....	Bethany Bible School.....	Albert C. Wiesand, D. D.
Do.....	Chicago Theological Seminary (Cong.).....	Ozora Stearns Davis, D. D.
Chicago (Maywood), Ill.....	Evangelical Lutheran Theological Seminary at Chicago.....	Elmer F. Krauss, D. D.
Chicago, Ill.....	McCormick Theological Seminary (Presb.).....	James G. K. McClure, D. D., LL. D.
Do.....	University of Chicago Divinity School (Bapt.).....	Shailer Mathews, D. D.
Do.....	Western Theological Seminary (P. E.).....	William C. De Witt, S. T. D.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

1. SCHOOLS OF THEOLOGY—Continued.

Location.	Name of institution.	President or dean.
Evanston, Ill.....	Garrett Biblical Institute, Northwestern University (M. E.).	Charles M. Stuart, D. D., LL. D.
Do.....	Norwegian-Danish Theological Seminary, Northwestern University (M. E.).	Nels E. Simonsen, D. D.
Do.....	Swedish Theological Seminary, Northwestern University (M. E.).	Rev. Carl G. Wallenius.
Greenville, Ill.....	Greenville College, Department of Theology (Free Meth.).	John La Due, A. M.
Naperville, Ill.....	Evangelical Theological Seminary (Ev. Asso.)....	S. J. Gamertsfelder, D. D.
Rock Island, Ill.....	Augustana College and Theological Seminary (Ev. Luth.).	Gustav Andreen, D. D., R. N. O., K. V. O.
Springfield, Ill.....	Concordia Theological Seminary (Ev. Luth. Synod of Missouri, Ohio, and other States).	Rev. R. D. Biedermann.
Merom, Ind.....	Union Christian College Biblical Department (Chris.).	Charles B. Hershey, D. D.
St. Meinrad, Ind.....	St. Meinrad Seminary (Ecclesiastic) (R. C.).....	Very Rev. Albert Kleber, O. S. B. rector.
Upland, Ind.....	Reade Theological Seminary, Theological Department of Taylor University.	Newton Wray, B. D., D. D.
Des Moines, Iowa.....	Drake University College of the Bible (Chris.)....	Jesse C. Caldwell, B. D., LL. D.
Do.....	Grand View College Theological School (Luth.)....	Carl P. Höjberg, president.
Dubuque, Iowa.....	Dubuque College and Seminary (Presb.).....	Cornelius M. Steffens, D. D.
Do.....	Wartburg Theological Seminary (Ev. Luth.).....	M. Fritschel, D. D.
Atchison, Kans.....	Western Theological Seminary of Ev. Luth. Church, Midland College.	Holmes Dysinger, D. D., LL. D.
Kansas City, Kans.....	Kansas City Baptist Theological Seminary.....	Philip W. Crannell, D. D.
Do.....	Kansas City University College of Theology (Meth. Prot.).	Herbert T. Stephens, D. D.
Topeka, Kans.....	Kansas Theological School.....	James Wise, S. T. D.
Kingswood, Ky.....	Department of Theology, Christian Ethics and Metaphysics, Kingswood College.	Rev. W. B. Dunkum.
Lexington, Ky.....	College of the Bible, Transylvania College (Chris.).	Richard H. Crossfield, LL. D.
Louisville, Ky.....	Presbyterian Theological Seminary of Kentucky..	Charles R. Hemphill, D. D., LL. D.
Do.....	Southern Baptist Theological Seminary.....	Edgar Y. Mullins, D. D., LL. D.
Do.....	State University Theological Department (colored) (Bapt.).	Marshall B. Lanier, B. D.
Bangor, Me.....	Bangor Theological Seminary (Cong.).....	David N. Beach, D. D.
Baltimore, Md.....	St. Mary's Seminary (R. C.).....	E. R. Dyer, S. S., D. D.
Emmitsburg, Md.....	Mount St. Mary College, Ecclesiastical Seminary (R. C.).	B. J. Bradley, LL. D.
Westminster, Md.....	Westminster Theological Seminary (Meth. Prot.)..	Hugh Latimer Elderlice, D. D.
Woodstock, Md.....	Woodstock College (R. C.).....	Joseph F. Hanselman, S. J.
Boston, Mass.....	Boston University School of Theology (M. E.)....	L. J. Birney, D. D.
Boston (Brighton), Mass.....	St. John's Boston Ecclesiastical Seminary (R. C.).	John B. Peterson, Ph. D.
Cambridge, Mass.....	Andover Theological Seminary (Cong.).....	George Hodges, D. D., D. C. L., LL. D.
Do.....	Episcopal Theological School.....	William Wallace Fenn, D. D.
Do.....	Harvard University Divinity School (Nonsect.)....	Rev. William L. Worcester.
Do.....	New Church Theological School (Ch. of N. Jeru.)..	George Edwin Horro, D. D., LL. D.
Newton Centre, Mass..	Newton Theological Institution (Bapt.).	Lee S. McClester, D. D.
Tufts College, Mass....	Tufts College, Crane Theological School (Univ.)....	Professor Samuel Volbeda, rector.
Grand Rapids, Mich..	Theological School and Calvin College (Chris. Ref. Ch.).	James F. Zwemer, D. D.
Holland, Mich.....	Western Theological Seminary (Ref. Ch. in Amer.)..	John K. Nikander, D. D.
Hancock, Mich.....	Suomi College Theological Seminary (Finnish Ev. Luth.).	Rev. C. G. Taylor.
Owosso, Mich.....	Bible Holiness Seminary School of Theology.....	Rt. Rev. Peter Engel, O. S. B.
Collegeville, Minn.....	St. John's University Ecclesiastical Seminary (R. C.).	Frederick F. Kramer, Ph. D., D. D.
Faribault, Minn.....	Seabury Divinity School (P. E.).....	George Sverdrup, M. A.
Minneapolis, Minn.....	Augsburg Seminary (Ev. Luth.).....	G. Arvid Hagstrom, D. D.
St. Paul, Minn.....	Bethel Theological Seminary (Bapt.).....	H. Ernst, D. D.
Do.....	Luther Seminary.....	Johs. Ylvisaker.
Do.....	Evangelical Norwegian Lutheran Seminary.....	Francis J. Schaefer, D. D.
Do.....	St. Paul Theological Seminary (R. C.).....	Marcus Olaus Böckman, D. D.
St. Paul (St. Anthony Park), Minn.....	Luther Theological Seminary.....	Rev. Granville D. Edwards.
Columbia, Mo.....	Bible College of Missouri.....	Henry B. Robison, Ph. D.
Canton, Mo.....	School of Religion in Culver-Stockton College.....	Francis Pieper, D. D.
St. Louis, Mo.....	Concordia Theological Seminary (Ev. Luth.).	William Becker.
Do.....	Eden Theological Seminary of the Evangelical Church of North America.	Francis J. O'Boyle, S. J.
Do.....	St. Louis University School of Divinity (R. C.)....	

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

1. SCHOOLS OF THEOLOGY—Continued.

Location.	Name of institution.	President or dean.
Warrenton, Me.....	Central Wesleyan College German Theological Seminary (M. E.)	E. S. Havighurst, D. D.
Webster Groves.....	Kentrick Theological Seminary (R. C.)	M. S. Ryan, C. M., D. D.
Blair, Nebr.....	Dana College, Trinity Seminary (Ev. Luth.)	Rev. L. A. Laurson.
Omaha, Nebr.....	Presbyterian Theological Seminary	Albert B. Marshall, D. D., LL. D.
Bloomfield, N. J.....	Bloomfield Theological Seminary (Presb.)	Henry J. Weber, Ph. D., D. D., dean.
Madison, N. J.....	Drew Theological Seminary (M. E.)	Ezra Squier Tipple, D. D.
New Brunswick, N. J.....	Theological Seminary of the Reformed Church in America	J. Preston Searle, D. D.
Princeton, N. J.....	Princeton Theological Seminary of the Presbyterian Church	J. Ross Stevenson, D. D., LL. D.
South Orange, N. J.....	Diocesan Seminary of the Immaculate Conception, Seton Hall College (R. C.)	Mgr. James F. Mooney.
Alfred, N. Y.....	School of Religion at Alfred University (7th Day Bapt.)	Arthur E. Main, D. D.
Auburn, N. Y.....	Auburn Theological Seminary (Presb.)	George B. Stewart, D. D., LL. D.
Brooklyn, N. Y.....	St. John's College Diocesan Theological Seminary (R. C.)	E. L. Carey, C. M.
Buffalo, N. Y.....	German Martin Luther Seminary	Rudolph Graben.
Canton, N. Y.....	Canton Theological School of St. Lawrence University (Univ.)	John Murray Atwood, D. D.
Esopus, N. Y.....	Mount St. Alphonsus Theological Seminary, Redemptorist College (R. C.)	Florian J. Reichert, C. SS. R.
Geneva, N. Y.....	De Laney Divinity School (P. E.)	
Hamilton, N. Y.....	Theological Seminary, Colgate University (Nonsect.)	John F. Vichert, D. D., dean.
Hartwick Seminary, N. Y.....	Hartwick Seminary (Ev. Luth.)	Alfred Hiller, D. D., chairman
Houghton, N. Y.....	Houghton Wesleyan Methodist Theological Seminary	James S. Luckey, president.
New York (City), N. Y.....	Bible Teachers' Training School (Interdenominational).	William Hoge Marquess, D. D., LL. D., dean.
Do.....	General Theological Seminary of the Protestant Episcopal Church.	Hughell E. W. Fosbrooke, D. D.
Do.....	Jewish Theological Seminary of America	Cyrus Adler, Ph. D., acting president.
Do.....	Union Theological Seminary (Interdenominational).	Arthur C. McGiffert, D. D., LL. D., president.
Niagara University, N. Y.....	Niagara University Seminary of Our Lady of Angels (R. C.)	William T. Likly, C. M.
North Chili, N. Y.....	A. M. Cheshbrough Seminary (Chris.)	William Hoffman, principal.
Rochester, N. Y.....	Rochester Theological Seminary (Bapt.)	Clarence A. Barbour, D. D.
Do.....	St. Bernard's Theological Seminary (R. C.)	James J. Hartley, D. D., pre- rector.
St. Bonaventure, N. Y.....	St. Bonaventure Seminary and College (R. C.)	Alexander M. Hickey, O. F. M.
Yonkers, N. Y.....	St. Joseph's Seminary, Cathedral College (R. C.)	John P. Chidwick, D. D.
Ayden, N. C.....	Ayden Seminary (Free Will Bapt.)	J. E. Sawyer, A. B.
Belmont, N. C.....	Belmont Abbey Seminary (R. C.)	Rt. Rev. Leo Haid, O. S. B., D. D.
Charlotte, N. C.....	Biddle University School of Theology (colored) (Presb.)	H. L. McCrory, D. D.
Raleigh, N. C.....	Shaw University Theological School (colored) (Bapt.)	Nicholas F. Roberts, D. D., dean.
Salisbury, N. C.....	Hood Theological Seminary of Livingstone College (A. M. E. Z.)	William O. Carrington, D. D.
Ashland, Ohio.....	Ashland College, Theological Seminary (Brethren)	J. Allen Miller, D. D.
Berea, Ohio.....	Baldwin-Wallace College, Nast Theological Seminary (M. E.)	Frederic Cramer, D. D.
Carthage, Ohio.....	St. Charles Theological Seminary (R. C.)	Boniface Russ, C. P. P. S.
Cincinnati, Ohio.....	Hebrew Union College	Kaufmann Kohler, Ph. D.
Do.....	Lane Theological Seminary (Presb.)	William McKibbin, D. D., LL. D.
Cincinnati (Mt. Washington Station, I), Ohio.....	Mount St. Mary's Seminary of the West (R. C.)	Very Rev. Frank J. L. Beckman, S. T. D.
Cleveland, Ohio.....	St. Mary's Theological Seminary (R. C.)	Very Rev. James A. McFadden, rector.
Columbus, Ohio.....	Evangelical Lutheran Theological Seminary, Capital University.	F. W. Stelthorn, D. D.
Dayton, Ohio.....	Bonebrake Theological Seminary (U. Breth.)	Joiah P. Landis, Ph. D., D. D.
Do.....	Central Theological Seminary of the Reformed Church in the United States.	Henry J. Christman, D. D.
Findlay, Ohio.....	Findlay College, Department of Theology (Church of God).	William Harris Guyer, D. D., president.
Gambler, Ohio.....	Kenyon College Divinity School (P. E.)	George F. Smythe, D. D.
Oberlin, Ohio.....	Graduate School of Theology of Oberlin College (Nonsect.)	Edward Increase Bosworth, D. D.; George Walter Fiske, D. B.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

I. SCHOOLS OF THEOLOGY—Continued.

Location.	Name of institution.	President or dean.
Springfield, Ohio.....	Wittenberg College, Hamaa Divinity School (Ev. Luth.).	David H. Basslin.
Wilberforce, Ohio.....	Wilberforce University, Payne Theological Seminary (A. M. E.).	George F. Woodson, D. D.
Xenia, Ohio.....	United Presbyterian Theological Seminary.....	Joseph Kyle, D. D., LL. D.
Eugene, Oreg.....	Eugene Bible University (Chris. or Disc.).....	Eugene C. Sanderson, D. D.
Salem, Oreg.....	Kimball School of Theology.....	Henry J. Talbott, D. D.
Beatty, Pa.....	St. Vincent's Seminary (R. C.).....	Leander Schnerr, O. S. B., president.
Bethelhem, Pa.....	Moravian College Theological Seminary.....	J. Taylor Hamilton, D. D.
Chester, Pa.....	Crozer Theological Seminary (Bapt.).....	Milton G. Evans, D. D., LL. D.
Gettysburg, Pa.....	Theological Seminary of the General Synod of Ev. Luth. Church in United States.	J. A. Singmaster, D. D.
Lancaster, Pa.....	Theological Seminary of the Reformed Church in the United States.	John C. Bowman, D. D.
Lincoln University, Pa.....	Lincoln University Theological Department (Presb.).	J. B. Rendall, D. D.
Meadville, Pa.....	Meadville Theological School (Unita.).....	Franklin C. Southworth, D. D., LL. D.
Overbrook, Pa.....	St. Charles Borromeo Seminary (R. C.).....	Rt. Rev. Mgr. Henry T. Drumgoole, D. D., rector.
Philadelphia (Mount Airy), Pa.....	Lutheran Theological Seminary at Philadelphia.....	Henry Eyster Jacobs, D. D.
Philadelphia, Pa.....	Divinity School of the Protestant Episcopal Church	George G. Bartlett, S. T. B.
Philadelphia (German town), Pa.....	St. Vincent Seminary (R. C.).....	Frederick J. Maune, C. M.
Philadelphia, Pa.....	Temple University Theological School (Nonsect.)	Walter B. Shumway, D. D.
Pittsburgh, Pa.....	Pittsburgh Theological Seminary (United Presb.).	John McNaugher, D. D., LL. D.
Do.....	Reformed Presbyterian Theological Seminary....	Richard Cameron Wyllie, D. D., LL. D.
Do.....	Western Theological Seminary (Presb.).....	James A. Kelso, Ph. D., D. D.
Selinsgrove, Pa.....	Susquehanna University School of Theology (Ev. Luth.).	Franklin P. Manhart, D. D. dean.
Villanova, Pa.....	Villanova College, Augustinian Scholastic Department (R. C.).	Joseph A. Hickey, O. S. A., J. C. D., regent of studies.
Columbia, S. C.....	Allen University, Dickerson Theological Seminary (A. M. E.).	I. H. Alston, B. D.
Do.....	Columbia Theological Seminary (Presb.).....	Thornton Whaling, D. D.
Do.....	Lutheran Theological Seminary of the United Synod.	Andrew G. Voigt, D. D., LL. D.
Due West, S. C.....	Erskine Theological Seminary (A. R. Presb.).....	F. Y. Pressly, D. D.
Jackson, Tenn.....	Lane College Theological School (Colo. M. E.).....	J. F. Lane, Ph. D.
Kimberlin Heights, Tenn.....	Johnson Bible College.....	Ashley Sidney Johnson, LL. D.
Knoxville, Tenn.....	Knoxville College Theological School (colored) (Un. Presb.).	R. W. McGranahan, D. D.
Nashville, Tenn.....	Vanderbilt University School of Religion (nonsectarian).	Wilbur F. Tillett, D. D.
Sewanee, Tenn.....	University of the South Theological Department (P. E.).	Cleveland Keith Benedict, D. D.
Austin, Tex.....	Austin Presbyterian Theological Seminary.....	Thomas W. Currie, B. D., chairman of faculty.
Dallas, Tex.....	School of Theology, Southern Methodist University	Hoyt M. Dobbs, D. D.
Fort Worth, Tex.....	Southwestern Baptist Theological Seminary.....	Benajah H. Carroll, D. D., LL. D.
Do.....	Brite College of the Bible, Texas Christian University.	Colby D. Hall, A. M.
Marshall, Tex.....	Bishop College Theological Department (colored) (Bapt.).	Charles H. Maxson, B. Di.
Peñiel, Tex.....	Peñiel College Department of Theology (Nazarine).	Prof. Charles A. McConnell.
Seguin, Tex.....	Guadalupe College, Department of Theology (colored) (Bapt.).	
Tyler, Tex.....	Texas College, Theological Department (colored M. E.).	Rev. D. C. Fowler, theological teacher.
Waco, Tex.....	Paul Quinn College, Department of Theology (A. M. E.).	
Bridgewater, Va.....	Bridgewater College Bible Department (Breth.)...	John S. Flory, Ph. D.
Lynchburg, Va.....	Virginia Theological Seminary and College (Bapt.).	Robert C. Woods, D. D.
Petersburg, Va.....	Bishop Payne Divinity School (P. E.).	C. B. Bryan, D. D.
Richmond, Va.....	Union Theological Seminary in Virginia (Presb.).	Walter W. Moore, D. D., LL. D.
Do.....	Virginia Union University Theological Department (colored) (Bapt.).	George Rice Hovey, D. D.
Theological Seminary, Va.....	Theological Seminary of the Protestant Episcopal Church in Virginia.	Berryman Green, D. D.
Bethany, W. Va.....	Bethany College, Department of Ministerial Education.	H. L. Calhoun, Ph. D.
Nashotah, Wis.....	Nashotah House (Episcopal).....	Edward A. Larrabee, D. D.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

1. SCHOOLS OF THEOLOGY—Continued.

Location.	Name of institution.	President or dean.
Oconomowoc, Wis....	College of the Immaculate Conception Theological School (R. C.).	Thomas P. Brown, C. SS. R., rector.
Plymouth, Wis.....	The Mission House of the Reformed Church.	E. A. Hofer, D. D.
St. Francis, Wis.....	Provincial Seminary of St. Francis de Sales (R.C.).	Joseph Ralner, V. G.
Wauwatosa, Wis.....	Evangelical Lutheran Theological Seminary.....	John Schaller.

2. SCHOOLS OF LAW.

University, Ala.....	University of Alabama, Law Department.....	Albert J. Farrah, LL. B.
Tucson, Ariz.....	University of Arizona, Department of Law.....	Samuel Marks Fegly, LL. B., professor.
Little Rock, Ark.....	Arkansas Law School.....	John H. Carmichael, LL. B.
Berkeley, Cal.....	University of California School of Jurisprudence.....	William Carey Jones, M. A.
Los Angeles, Cal.....	University of Southern California College of Law.....	Frank M. Porter, LL. M.
Do.....	Southwestern University, School of Law.....	Arthur J. Abbott, J. D.
San Francisco, Cal.....	Hastings College of Law, University of California.....	Edward R. Taylor, M. D.
Do.....	Law Department of St. Ignatius University.....	Matt. I. Sullivan, LL. D.
Do.....	San Francisco Law School.....	James A. Ballentine, A. B.
Do.....	San Francisco Young Men's Christian Association Law School.....	J. E. White, acting dean.
Santa Clara, Cal.....	University of Santa Clara Institute of Law.....	James H. Campbell, Ph. D.
Stanford University, Cal.....	Leland Stanford Junior University, Law School.....	Charles A. Huston, J. D.
Boulder, Colo.....	University of Colorado, School of Law.....	S. J. D.
Denver, Colo.....	University of Denver Law School.....	John D. Fleming, LL. D.
New Haven, Conn.....	Yale University Law School.....	George C. Manly, LL. B.
Washington, D. C.....	Catholic University of America School of Law.....	Thomas Walter Swan, LL. B.
Do.....	Georgetown University School of Law.....	Thomas C. Carrigan, Ph. D., LL. D.
Do.....	George Washington University Law School.....	George E. Hamilton, LL. D.
Do.....	Howard University School of Law (colored).....	Merton Le Roy Ferson, acting dean.
Do.....	National University Law School.....	Benjamin F. Leighton, LL. D.
Do.....	Washington College of Law.....	Charles F. Carusi, LL. M.
Deland, Fla.....	John B. Stetson University College of Law.....	Emma M. Gillett, LL. M.
Gainesville, Fla.....	University of Florida College of Law.....	Richard A. Rasco, LL. B.
Athens, Ga.....	University of Georgia, Law Department.....	Harry R. Trusler, LL. B.
Atlanta, Ga.....	Atlanta Law School.....	Sylvanus Morris, LL. D.
Do.....	Emory University, Lamar School of Law.....	Hamilton Douglas, Ph. M., LL. B.
Macon, Ga.....	Mercer University Law School.....	William D. Thompson, acting dean.
Moscow, Idaho.....	University of Idaho College of Law.....	Emory Speer, LL. D.
Bloomington, Ill.....	Illinois Wesleyan University, Bloomington Law School.....	James J. Gill, LL. B., acting dean.
Chicago, Ill.....	Chicago Law School, Law Department, Midland University.....	Charles L. Capen, A. M.
Do.....	Chicago-Kent Law School.....	John J. Tobias, LL. B., chancellor.
Do.....	De Paul University Law School.....	Edmund W. Burke, A. M.
Do.....	Hamilton College of Law.....	Francis X. Busch, LL. D.
Do.....	John Marshall Law School.....	John H. Cummings, LL. B.
Do.....	Loyola University College of Law.....	Edward T. Lee, LL. B.
Do.....	Northern Illinois University Law School.....	Frederick Juchhoff, LL. D.
Do.....	Northwestern University Law School.....	John H. Wigmore, LL. D.
Do.....	University of Chicago Law School.....	James Parker Hall, LL. B.
Urbane, Ill.....	University of Illinois College of Law.....	Henry W. Ballantine, LL. B.
Bloomington, Ind.....	Indiana University School of Law.....	Charles M. Hepburn, LL. D.
Danville, Ind.....	Central Normal College School of Law.....	Jonathan Rigdon, Ph. D., president.
Indianapolis, Ind.....	Benjamin Harrison Law School.....	Theophilus J. Moll, LL. M.
Do.....	University of Indianapolis, Indiana Law School.....	James A. Rohbach, LL. D.
Notre Dame, Ind.....	University of Notre Dame, Law Department.....	William Haynes, LL. D.
Valparaiso, Ind.....	Valparaiso University Law School.....	M. J. Bowman, Jr., LL. B.
Des Moines, Iowa.....	Drake University College of Law.....	Edward Baker Evans, LL. M.
Iowa City, Iowa.....	State University of Iowa College of Law.....	Dudley O. McGowney, LL. B.
Lawrence, Kans.....	University of Kansas Law School.....	James W. Green, A. M.
Topeka, Kans.....	Washburn College School of Law.....	Albert J. Harbo, LL. B.
Lexington, Ky.....	University of Kentucky College of Law.....	William T. Lafferty, A. M.
Louisville, Ky.....	Jefferson School of Law.....	Judge Thomas R. Gordon.
Do.....	State University Central Law School (colored).....	William C. Brown.
Do.....	University of Louisville, Law Department.....	Charles B. Seymour, LL. B.
Baton Rouge, La.....	Louisiana State University, Law Department.....	Robert L. Tullis, LL. B.
New Orleans, La.....	Loyola University Law School.....	Hugh C. Cags, LL. B.
Do.....	Tulane University of Louisiana College of Law.....	Charles Payne Fenner, LL. B.
Orono, Me.....	University of Maine College of Law.....	Robert J. Aley, LL. D.
Baltimore, Md.....	University of Maryland Law School.....	Henry D. Harlan, LL. D.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

2. SCHOOLS OF LAW—Continued.

Location.	Name of institution.	President or dean.
Boston, Mass.	Boston University School of Law	Homer Albers, LL. B.
Do.	Portia School of Law	Arthur W. McLean, J. M.
Do.	Suffolk Law School	Gleason L. Archer, LL. B.
Do.	Northeastern College School of Law	Frank Palmer Speare, president.
Cambridge, Mass.	Howard University Law School	Roscoe Pound, Ph. D., LL. M., LL. D.
Ann Arbor, Mich.	University of Michigan Law School	Benjamin D. Edwards, Ph. B., executive director; William Krichbaum, LL. B., dean.
Detroit, Mich.	Detroit College of Law (conducted by Detroit Young Men's Christian Association).	Judge George S. Hosmer.
Do.	University of Detroit Law School	William R. Vance, LL. D.
Minneapolis, Minn.	University of Minnesota College of Law	George T. Simpson.
Do.	Minnesota College of Law (Inc.)	Judge George L. Bunn.
St. Paul, Minn.	St. Paul College of Law	A. H. Whitfield, LL. D.
Jackson, Miss.	Millsaps College Law School	Leonard J. Farley, LL. D.
University, Miss.	University of Mississippi, Department of Law	George L. Clark, S. J. D., acting dean.
Columbia, Mo.	University of Missouri School of Law	Edward D. Ellison.
Kansas City, Mo.	Kansas City School of Law	George L. Corlis, LL. B.
St. Louis, Mo.	Benton College of Law	Eustace C. Wheeler, LL. B.
Do.	City College of Law and Finance	Paul Bakewell, LL. D.
Do.	St. Louis University Institute of Law	Richard L. Goode, LL. D.
Do.	Washington University, St. Louis Law School	Albert N. Whitlock, LL. B.
Missoula, Mont.	University of Montana College of Law	William Granger Hastings, A. B.
Lincoln, Nebr.	University of Nebraska College of Law	Paul L. Martin, LL. B.
Omaha, Nebr.	Creighton University, Creighton College of Law	Judge Alexander C. Troup.
Do.	University of Omaha, Omaha School of Law	Richard D. Currier, LL. B.
Newark, N. J.	New Jersey Law School	J. Newton Fiero, LL. D.
Albany, N. Y.	Union University, Albany Law School	William P. Richardson, LL. D.
Brooklyn, N. Y.	St. Lawrence University, Brooklyn Law School	Carlos C. Alden, J. D.
Buffalo, N. Y.	University of Buffalo, Buffalo Law School	Edwin H. Woodruff, LL. B.
Ithaca, N. Y.	Cornell University College of Law	Harlan F. Stone, LL. B.
New York, N. Y.	Columbia University School of Law	John Whalen, LL. D.
Do.	Fordham University School of Law	George Chase, LL. B.
Do.	New York Law School	Frank H. Sommer, LL. D.
Do.	New York University Law School	Frank R. Walker, LL. B.
Syracuse, N. Y.	Syracuse University College of Law	Lucius Polk McGehee, A. B.
Chapel Hill, N. C.	University of North Carolina Law Department	Samuel Fox Mordecai, LL. D.
Durham, N. C.	Trinity College Law School	Needham Y. Guiley, LL. D.
Wake Forest, N. C.	Wake Forest College Law School	George F. Wells, LL. D.
University, N. Dak.	University of North Dakota School of Law	Jay P. Taggart, LL. B.
Ada, Ohio.	Ohio Northern University, College of Law	Alfred B. Benedict, LL. B., dean.
Cincinnati, Ohio.	University of Cincinnati, College of Law	Willis Vickery, LL. D.
Do.	Young Men's Christian Association Night Law School.	Walter Thomas Dunmore, LL. B.
Cleveland, Ohio.	Baldwin-Wallace College, Cleveland Law School	John Jay Adams, LL. D.
Do.	Western Reserve University, Franklin T. Backus Law School.	John P. Manton.
Columbus, Ohio.	Ohio State University College of Law	Aaron B. Cohn, LL. B.
Toledo, Ohio.	St. John's University College of Law	Julien C. Monnet, LL. B.
Do.	Toledo University College of Law	Edward W. Hope, Ph. D.
Norman, Okla.	University of Oklahoma School of Law	I. H. Van Winkle, LL. B.
Eugene, Oreg.	Law School, University of Oregon	William Trickett, LL. D.
Salem, Oreg.	Willamette University College of Law	Francis Chapman, LL. D.
Carlisle, Pa.	Dickinson College, Dickinson School of Law	William E. Mikell, B. S., LL. M.
Philadelphia, Pa.	Temple University Law School	Judge Joseph M. Swearingen.
Do.	University of Pennsylvania Law School	John Douglas Shafer, LL. D.
Pittsburgh, Pa.	Duquesne University School of Law	George A. Malcolm, LL. B.
Do.	University of Pittsburgh, Pittsburgh Law School	Louis W. Rapeer, Ph. D.
Manila, P. I.	University of the Philippines, College of Law	Jno. Peyre Thomas, jr.
Rio Piedras, Porto Rico.	University of Porto Rico College of Law	Marshall McKusick, LL. B.
Columbia, S. C.	University of South Carolina Law School	Charles R. Evans, A. M.
Vermilion, S. Dak.	University of South Dakota College of Law	Charles W. Turner, A. M.
Chattanooga, Tenn.	Chattanooga College of Law	Nathan Green, LL. D.
Knoxville, Tenn.	The University of Tennessee College of Law	John Bell Keeble, LL. B.
Lebanon, Tenn.	Cumberland University Law School	John Charles Townes, LL. D.
Nashville, Tenn.	Vanderbilt University Law School	William H. Leary, J. D.
Austin, Tex.	University of Texas, Department of Law	William Minor Life, LL. D.
Salt Lake City, Utah.	University of Utah College of Law	Joseph R. Long, LL. B.
Charlottesville, Va.	University of Virginia, Department of Law	F. W. Boatwright, LL. D.
Lexington, Va.	Washington and Lee University School of Law	John T. Condon, LL. M.
Richmond, Va.	Richmond College School of Law	
Seattle, Wash.	University of Washington Law School	

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

2. SCHOOLS OF LAW—Continued.

Location.	Name of institution.	President or dean.
Spokane, Wash.....	Gonzaga University, Department of Law.....	Edward J. Cannon, J. L. D.
Morgantown, W. Va.....	West Virginia University, College of Law.....	Henry Craig Jones, LL. B.
Madison, Wis.....	University of Wisconsin Law School.....	Harry Sanger Richard, LL. D.
Milwaukee, Wis.....	Marquette University College of Law.....	Max Schoetz, A. B., LL. B.

2. SCHOOLS OF MEDICINE.

[(H) designates the medical school as Homeopathic and (E) as Eclectic.]

Birmingham, Ala.....	University of Alabama, Graduate School of Medicine.....	Lewis C. Morris, M. D.
Mobile, Ala.....	University of Alabama, Department of Medicine.....	Tucker H. Fraser, M. D.
Little Rock, Ark.....	University of Arkansas, Medical Department.....	Morgan Smith, M. D.
Loma Linda and Los Angeles, Cal.....	College of Medical Evangelists.....	Newton G. Evans, M. D., president.
Los Angeles, Cal.....	Los Angeles Medical Department of the University of California.....	George H. Kress, M. D., dean.
Do.....	University of Southern California, College of Physicians and Surgeons.....	Charles W. Bryson, M. D.
San Francisco, Cal.....	College of Physicians and Surgeons.....	H. D'Arcy Power, M. D.
Do.....	Leland Stanford Junior University School of Medicine.....	William Ophuls, M. D.
Do.....	University of California, Medical School ¹	Herbert C. Moffitt, M. D.
Boulder and Denver, Colo.....	University of Colorado, School of Medicine.....	Charles N. Meader, M. D.
New Haven, Conn.....	Yale University, Department of Medicine.....	George Blumer, M. D.
Washington, D. C.....	George Washington University, Medical School.....	William C. Borden, M. D.
Do.....	Georgetown University, School of Medicine.....	George M. Kober, M. D.
Do.....	Howard University, Medical College (colored).....	Edward A. Balloch, M. D.
Atlanta, Ga.....	Atlanta Medical College, School of Medicine, Emory University.....	W. B. Elkin, M. D.
Augusta, Ga.....	Medical Department, University of Georgia.....	William H. Doughty, jr., M. D.
Chicago, Ill.....	Chicago College of Medicine and Surgery, School of Medicine of Loyola University.....	Lawrence Ryan, M. D.
Do.....	Chicago Hospital, and Jenner, Medical College.....	Ezekiel P. Murdock, M. D., dean.
Do.....	Hahnemann Medical College and Hospital (H).....	Jos. P. Cobb, M. D.
Do.....	Northwestern University, Medical School.....	Arthur Isaac Kendall, M. D., acting dean.
Do.....	Rush Medical College, University of Chicago.....	John Milton Dodson, M. D.
Do.....	University of Illinois, College of Medicine.....	Albert C. Eycleshymer, M. D.
Bloomington and Indianapolis, Ind.....	Indiana University School of Medicine.....	Charles P. Emerson, M. D.
Iowa City, Iowa.....	State University of Iowa, College of Medicine.....	Lee W. Dean, M. D.
Do.....	State University of Iowa, Homeopathic Medical Department.....	George Royal, M. D.
Rose-lale and Lawrence, Kans.....	University of Kansas, School of Medicine.....	Samuel J. Crumbine, M. D., dean; Merwin T. Sudler, M. D., associate dean.
Louisville, Ky.....	University of Louisville, Medical Department.....	Henry Fnos Tuley, M. D.
New Orleans, La.....	Tulane University of Louisiana, School of Medicine.....	Isadore Dyer, M. D.
Brunswick and Portland, Me.....	Bowdoin Medical School.....	Addison S. Thayer, M. D.
Baltimore, Md.....	Johns Hopkins University, Medical Department.....	J. Whitridge Williams, M. D.
Do.....	University of Maryland, School of Medicine and College of Physicians and Surgeons.....	J. M. H. Rowland, M. D.
Boston, Mass.....	Harvard University, Medical School.....	Edward H. Bradford, M. D., dean.
Do.....	Tufts College, Medical School.....	Charles F. Painter, M. D.
Do.....	Boston University, School of Medicine (H).....	John P. Sutherland, M. D.
Ann Arbor, Mich.....	University of Michigan, Medical School.....	Victor C. Vaughan, M. D.
Do.....	University of Michigan, Homeopathic Medical School.....	Wilbert B. Hinsdale, M. D.
Detroit, Mich.....	Detroit College of Medicine and Surgery.....	J. Henry Carstens, M. D.
Minneapolis, Minn.....	University of Minnesota, Medical School.....	E. P. Lyon, M. D.
University, Miss.....	University of Mississippi, School of Medicine.....	Waller S. Leathers, M. D.
Columbia, Mo.....	University of Missouri, School of Medicine.....	Guy L. Noyes, M. D.
St. Louis, Mo.....	St. Louis College of Physicians and Surgeons.....	Waldo Briggs, M. D.
Do.....	St. Louis University, School of Medicine.....	Hannu W. Loeb, M. D.
Do.....	Washington University, Medical School.....	Philip A. Shaffer, M. D.
Lincoln and Omaha, Nebr.....	University of Nebraska, College of Medicine.....	Irving S. Cutler, M. D.

¹ Includes electives in homeopathy in the curriculum of the medical school.² Became a part of education system of the city of Detroit, July 1, 1912.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

3. SCHOOLS OF MEDICINE—Continued.

[(H) designates the medical school as Homeopathic and (E) as Eclectic.]

Location.	Name of Institution.	President or dean.
Lincoln, Nebr.....	Lincoln Medical College (E).....	F. L. Willwoth, M. D.
Omaha, Nebr.....	John A. Creighton Medical College.....	James R. Clemens, M. D.
Hanover, N. H.....	Dartmouth Medical School.....	John M. Gile, M. D.
Albany, N. Y.....	Albany Medical College, Union University.....	Thomas Ordway, M. D.
Brooklyn, N. Y.....	Long Island College Hospital.....	Otto V. Huffman, M. D.
Buffalo, N. Y.....	University of Buffalo, Medical Department.....	C. Sumner Jones, M. D.
New York, N. Y.....	Columbia University College of Physicians and Surgeons.....	Samuel W. Lambert, M. D.
New York and Ithaca, N. Y.....	Cornell University, Medical College.....	Walter L. Niles, M. D., acting dean.
New York, N. Y.....	Fordham University, School of Medicine.....	Joseph Byrne, M. D., dean.
Do.....	University and Bellevue Hospital Medical College.....	Samuel A. Brown, M. D., dean.
Do.....	New York Homeopathic Medical College and Flower Hospital.....	Royal S. Copeland, M. D.
Syracuse, N. Y.....	Syracuse University, College of Medicine.....	John L. Hedfron, M. D.
Chapel Hill, N. C.....	University of North Carolina, School of Medicine.....	Isaac H. Manning, M. D.
Raleigh, N. C.....	Shaw University, Leonard Medical School (colored).....	George H. Stoddard, M. D.
Wake Forest, N. C.....	Wake Forest College, School of Medicine.....	William L. Potat, M. D.
University, N. Dak.....	University of North Dakota, School of Medicine.....	Harley E. French, M. D.
Cincinnati, Ohio.....	University of Cincinnati, College of Medicine.....	Christian R. Holmes, M. D.
Do.....	Eclectic Medical College.....	Rolla L. Thomas, M. D.
Cleveland, Ohio.....	Western Reserve University, School of Medicine.....	Carl A. Hamann, M. D.
Columbus, Ohio.....	Ohio State University, College of Medicine.....	E. F. McCampbell, M. D.
Do.....	Ohio State University, College of Homeopathic Medicine.....	Claude A. Burrett, M. D.
Norman and Oklahoma City, Okla.....	University of Oklahoma, School of Medicine.....	Le Roy Long, M. D.
Portland, Oreg.....	University of Oregon, Medical School.....	Kenneth A. J. Mackenzie, M. D.
Philadelphia, Pa.....	Jefferson Medical College.....	Ross V. Patterson, M. D., dean.
Do.....	Medico-Chirurgical College and Hospital, Graduate School of Medicine of the University of Pennsylvania.....	
Do.....	Temple University, Department of Medicine.....	Frank C. Hammond, M. D.
Do.....	Medical School of the University of Pennsylvania.....	William Pepper, M. D.
Do.....	Woman's Medical College of Pennsylvania and Its Hospital.....	Martha Tracy, M. D.
Do.....	Hahnemann Medical College and Hospital of Philadelphia (H).....	W. A. Pearson, M. D.
Pittsburgh, Pa.....	University of Pittsburgh, School of Medicine.....	Ogden Methias Edwards, jr., M. D.
Manila, P. I.....	University of the Philippines, College of Medicine and Surgery.....	Fernando Calderon, M. D., dean.
Charleston, S. C.....	Medical College of the State of South Carolina.....	Robert Wilson, jr., M. D.
Vermilion, S. Dak.....	University of South Dakota, College of Medicine.....	Christian P. Lommen, M. D.
Memphis, Tenn.....	University of Tennessee, College of Medicine.....	A. Hermsmeier Wittenborg, M. D.
Nashville, Tenn.....	Vanderbilt University, School of Medicine.....	B. F. Hambleton, M. D., acting dean.
Do.....	Meharry Medical College (colored).....	G. W. Hubbard, M. D., president.
Dallas, Tex.....	Baylor University, Medical Department.....	Edward H. Cary, M. D.
Galveston, Tex.....	University of Texas, School of Medicine.....	William S. Carter, M. D.
Salt Lake City, Utah.....	University of Utah, School of Medicine.....	Perry G. Snow, B. A., M. D.
Burlington, Vt.....	University of Vermont, College of Medicine.....	Henry C. Tinkham, M. D.
Charlottesville, Va.....	University of Virginia, Medical Department.....	Theodore Hough, M. D.
Richmond, Va.....	Medical College of Virginia.....	Stuart McGuire, M. D.
Morgantown, W. Va.....	West Virginia University, School of Medicine.....	John N. Simpson, M. D.
Madison, Wis.....	University of Wisconsin, Medical School.....	Charles R. Burdett, M. D.
Milwaukee, Wis.....	Marquette University, School of Medicine.....	Louis F. Jermann, M. D.

4. SCHOOLS OF DENTISTRY.

Los Angeles, Cal.....	University of Southern California, College of Dentistry.....	Lewis E. Ford.
San Francisco, Cal.....	College of Physicians and Surgeons, Department of Dentistry.....	Charles Buxton.
Do.....	University of California, College of Dentistry.....	Guy S. Millberry.
Denver, Colo.....	Colorado College of Dental Surgery University of Denver.....	H. A. Fynn.
Washington, D. C.....	George Washington University, Department of Dentistry.....	Oscar B. Hunter, M. D.
Do.....	Georgetown University, Dental Department.....	Shirley W. Bowles, D.D.S.
Do.....	Howard University, Dental College (colored).....	Edward A. Balloch, M. D.
Atlanta, Ga.....	Atlanta Dental College.....	Claude Hughes.
Do.....	Southern Dental College.....	Sheppard W. Foster.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

4. SCHOOLS OF DENTISTRY—Continued.

Location.	Name of institution.	President or dean.
Chicago, Ill.....	Chicago College of Dental Surgery, Valparaiso University.	Truman W. Brophy, L.L.D.
Do.....	Northwestern University, Dental School.....	Thomas L. Gilmer, M. D.
Do.....	University of Illinois, College of Dentistry.....	Frederick B. Moorhead, M. D.
Indianapolis, Ind.....	Indiana Dental College, University of Indianapolis.	Frederic R. Henshaw.
Valparaiso, Ind.....	Valparaiso University, College of Dentistry.....	Truman W. Brophy.
Iowa City, Iowa.....	State University of Iowa, College of Dentistry.....	Frank T. Breene.
Louisville, Ky.....	Louisville College of Dentistry, Central University of Kentucky.	William E. Grant.
New Orleans, La.....	Loyola School of Dentistry, Loyola University.....	Jules J. Sarrazin.
Do.....	Tulane University of Louisiana, School of Dentistry.	Wallace Wood, Jr.
Baltimore, Md.....	Baltimore College of Dental Surgery.....	W. G. Foster.
Do.....	University of Maryland, Dental Department.....	Timothy O. Heatwole.
Boston, Mass.....	Harvard University, Dental School.....	Eugene Hanes Smith.
Do.....	Tufts College, Dental School.....	William Rice.
Ann Arbor, Mich.....	University of Michigan, College of Dental Surgery.	Marcus L. Ward.
Minneapolis, Minn.....	University of Minnesota, College of Dentistry.....	Alfred Owre.
Kansas City, Mo.....	Kansas City Dental College.....	Charles C. Allen.
Do.....	Western Dental College.....	R. J. Rinehart, secretary.
St. Louis, Mo.....	St. Louis University, School of Dentistry.....	James P. Harper.
Do.....	Washington University, School of Dentistry.....	John H. Kennerly.
Lincoln, Nebr.....	Lincoln Dental College.....	Wallace Clyde Davis.
Omaha, Nebr.....	Creighton University, College of Dentistry.....	A. Hugh Hippie.
Jersey City, N. J.....	College of Jersey City, Department of Dentistry.....	Herbert S. Sutphen.
Buffalo, N. Y.....	University of Buffalo, College of Dentistry.....	Daniel H. Squire.
New York, N. Y.....	College of Dental and Oral Surgery of New York.	William Carr, M. D.
Do.....	Columbia University, Dental School.....	James C. Egbert, director.
Do.....	New York College of Dentistry.....	Alfred R. Starr.
Cincinnati, Ohio.....	Cincinnati College of Dental Surgery.....	G. S. Junkerman, M. D.
Do.....	Ohio College of Dental Surgery.....	Henry T. Smith.
Cleveland, Ohio.....	Western Reserve University, Dental School.....	Frank M. Casto.
Columbus, Ohio.....	Ohio State University, College of Dentistry.....	Harry M. Semans.
Portland, Ore.....	North Pacific College of Dentistry.....	Herbert C. Miller.
Philadelphia, Pa.....	Philadelphia Dental College, Temple University.	I. Norman Broomell, D. D. &
Do.....	Thomas W. Evans Museum and Dental Institute, School of Dentistry, University of Pennsylvania.	Charles R. Turner, M. D.
Pittsburgh, Pa.....	University of Pittsburgh, School of Dentistry.....	H. Edmund Friesell.
Memphis, Tenn.....	College of Dentistry, University of Tennessee.....	Joseph A. Gardner.
Nashville, Tenn.....	Vanderbilt University, Dental Department.....	Henry W. Morgan.
Do.....	Melarry Dental College (colored).....	G. W. Hubbard, M. D., president.
Dallas, Tex.....	College of Dentistry, Baylor University.....	J. S. Wright.
Houston, Tex.....	Texas Dental College.....	O. F. Gambati.
Richmond, Va.....	School of Dentistry, Medical College of Virginia.....	J. A. C. Hoggan, chairman of faculty.
Milwaukee, Wis.....	Marquette University, Dental Department.....	Henry L. Banzhaf, D. D. &

5. SCHOOLS OF PHARMACY.

Auburn, Ala.....	Alabama Polytechnic Institute, Pharmacy Department.	L. S. Blake, M. S.
Mobile, Ala.....	University of Alabama, Department of Pharmacy.	Tucker H. Frazer.
Los Angeles, Cal.....	University of Southern California, College of Pharmacy.	Laund J. Stabler, M. S.
San Francisco, Cal.....	California College of Pharmacy, University of California.	Franklin T. Green.
Do.....	College of Physicians and Surgeons, Department of Pharmacy.	John Henry Flint.
Boulder, Colo.....	University of Colorado, College of Pharmacy.....	Francis Ramaley, Ph. D., acting dean.
Washington, D. C.....	George Washington University, National College of Pharmacy.	H. E. Kalusowski.
Do.....	Howard University, Pharmaceutic College (colored).	Edward A. Balloch, M. D.
Athens, Ga.....	University of Georgia, School of Pharmacy.....	Robert C. Wilson, head of department.
Atlanta, Ga.....	Atlanta College of Pharmacy.....	George F. Payne.
Do.....	Southern College of Pharmacy.....	R. C. Hood.
Chicago, Ill.....	Central States College of Pharmacy.....	George Louis Secord, Ph. G.
Do.....	University of Illinois, School of Pharmacy.....	William B. Day, acting dean.
Angola, Ind.....	Tri-State College of Pharmacy.....	C. C. Sherrard.
Indianapolis, Ind.....	Indianapolis College of Pharmacy.....	Ferd. A. Mueller.
Lafayette, Ind.....	School of Pharmacy, Purdue University.....	Charles B. Jordan, M. S.
Notre Dame, Ind.....	University of Notre Dame, School of Pharmacy.....	Robert Lee Green.
Valparaiso, Ind.....	Valparaiso University, Department of Pharmacy.	G. D. Timmons, B. S.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

5. SCHOOLS OF PHARMACY—Continued.

Location.	Name of institution.	President or dean.
Pes Moines, Iowa.....	Highland Park College of Pharmacy and Chemistry	Elbert O. Kagy, Ph. C., director.
Iowa City, Iowa.....	State University of Iowa, College of Pharmacy....	Wilber J. Teeters, M. S.
Lawrence, Kans.....	University of Kansas, School of Pharmacy.....	Lucius E. Sayre, M. S.
Louisville, Ky.....	Louisville College of Pharmacy.....	Oscar C. Dilly.
New Orleans, La.....	New Orleans College of Pharmacy (affiliated with Loyola University).	Philip Asher.
Do.....	Tulane University of Louisiana, School of Pharmacy.	Isadore Dyer.
Orono, Me.....	University of Maine, Department of Pharmacy.....	William A. Jarrett.
Baltimore, Md.....	Department of Pharmacy, University of Maryland	Daniel Base, Ph. D.
Boston, Mass.....	Massachusetts College of Pharmacy.....	Theodore J. Bradley.
Ann Arbor, Mich.....	University of Michigan, College of Pharmacy.....	A. B. Stevens, dean.
Big Rapids, Mich.....	Ferris Institute, Pharmacy Department.....	M. A. Jones, principal.
Minneapolis, Minn.....	University of Minnesota, College of Pharmacy.....	Frederick J. Wulling, Ph. D.
University, Miss.....	University of Mississippi, School of Pharmacy.....	Henry M. Faser.
Kansas City, Mo.....	Kansas City College of Pharmacy and Natural Sciences.	David V. Whitney.
St. Louis, Mo.....	St. Louis College of Pharmacy.....	Henry M. Whelpley, M. D.
Missoula, Mont.....	University of Montana, School of Pharmacy.....	Charles E. Mollet, dean.
Lincoln, Nebr.....	University of Nebraska, College of Pharmacy.....	Rufus A. Lyman, A. M.
Omaha, Nebr.....	Croighton University, Department of Pharmacy.....	Howard C. Newton.
Jersey City, N. J.....	College of Jersey City, Department of Pharmacy.....	Joseph Koppel.
Newark, N. J.....	New Jersey College of Pharmacy.....	William O. Kuebler.
Albany, N. Y.....	Albany College of Pharmacy, Union University.....	William Mansfield.
Brooklyn, N. Y.....	Brooklyn College of Pharmacy.....	William C. Anderson.
Buffalo, N. Y.....	Buffalo College of Pharmacy, University of Buffalo.	Willis G. Gregory.
New York, N. Y.....	College of Pharmacy of the City of New York Columbia University.	Henry H. Rusby.
Do.....	Fordham University, College of Pharmacy.....	Jacob Diner, dean.
Chapel Hill, N. C.....	University of North Carolina, Department of Pharmacy.	Edward V. Howell, A. B.
Raleigh, N. C.....	Leonard School of Pharmacy, Shaw University.....	George H. Stoddard, A. M.
Agricultural College, N. Dak.....	North Dakota Agricultural College, School of Pharmacy.	E. F. Ladd, LL. D.
Acs, Ohio.....	Ohio Northern University, College of Pharmacy.....	Walter R. Griess.
Cincinnati, Ohio.....	Cincinnati College of Pharmacy.....	Edward Spease, dean.
Cleveland, Ohio.....	Cleveland School of Pharmacy, Western Reserve University.	
Columbus, Ohio.....	Ohio State University, College of Pharmacy.....	Clair A. Dye, acting dean.
Toledo, Ohio.....	Toledo University, College of Pharmacy.....	William McKendree Reed.
Norman, Okla.....	State University of Oklahoma, School of Pharmacy.....	Howard S. Browne.
Corvallis, Oreg.....	Oregon Agricultural College, School of Pharmacy.....	Adolph Zeifle, B. S., dean.
Portland, Oreg.....	North Pacific College of Pharmacy.....	Herbert C. Miller.
Philadelphia, Pa.....	Philadelphia, College of Pharmacy.....	Howard B. French, Ph. G.
Do.....	Temple University, Department of Pharmacy.....	John R. Minehart, M. D.
Pittsburgh, Pa.....	Pittsburgh College of Pharmacy, University of Pittsburgh.	Juhus A. Koch.
Rio Piedras, Porto Rico.....	University of Porto Rico, College of Pharmacy.....	Louis W. Paper, Ph. D.
Providence, R. I.....	Rhode Island College of Pharmacy and Allied Sciences.	Edwin E. Calder.
Charleston, S. C.....	Medical College of State of South Carolina, Department of Pharmacy.	Robert Wilson, jr.
Brookings, S. Dak.....	South Dakota State College of Agriculture and Mechanic Arts, Department of Pharmacy.	Earl R. Series, professor.
Memphis, Tenn.....	School of Pharmacy of The University of Tennessee	A. Hermsmeier Wittenborg, M. D.
Nashville, Tenn.....	Vanderbilt University, School of Pharmacy.....	J. T. McGill.
Do.....	Meharry College of Pharmacy (colored).....	G. W. Hubbard, M. D., president.
Dallas, Tex.....	Baylor University, College of Pharmacy.....	Edward H. Cary, M. D. (acting dean).
Galveston, Tex.....	University of Texas, School of Pharmacy.....	William S. Carter.
Falt Lake City, Utah.....	University of Utah, School of Pharmacy.....	Le Roy Dey Swingle, Ph. D.
Richmond, Va.....	School of Pharmacy, Medical College of Virginia.....	A. Bolenbaugh, B. S., chairman of faculty.
Pullman, Wash.....	State College of Washington, School of Pharmacy.....	P. H. Dustine, acting head.
Seattle, Wash.....	University of Washington, College of Pharmacy.....	Charles W. Johnson, Ph. D.
Morgantown, W. Va.....	Department of Pharmacy, West Virginia University.	John N. Simpson.
Madison, Wis.....	University of Wisconsin course in Pharmacy.....	Edward Kremers, director.

6. SCHOOLS OF VETERINARY MEDICINE.

Auburn, Ala.....	Alabama Polytechnic Institute, College of Veterinary Medicine.	C. A. Cary.
San Francisco, Cal.....	San Francisco Veterinary College.....	M. J. O'Rourke, president.
Fort Collins, Colo.....	Colorado Agricultural College, Division of Veterinary Medicine.	George H. Glover.

XXII.—PRESIDENTS OR DEANS OF PROFESSIONAL SCHOOLS—Continued.

6. SCHOOLS OF VETERINARY MEDICINE—Continued.

Location.	Name of institution.	President or dean.
Washington, D. C.	George Washington University, College of Veterinary Medicine.	David E. Buckingham.
Do.	United States College of Veterinary Surgeons.	Hulbert Young.
Chicago, Ill.	Chicago Veterinary College.	Joseph Hughes.
Do.	McKillop Veterinary College.	Charles Frazier, dean.
Indianapolis, Ind.	Indiana Veterinary College.	George H. Roberts.
Terre Haute, Ind.	Terre Haute Veterinary College.	C. I. Fleming, dean.
Ames, Iowa.	Iowa State College, Division of Veterinary Medicine.	Charles H. Stange.
Manhattan, Kans.	Kansas State Agricultural College, Veterinary Department.	
East Lansing, Mich.	Michigan Agricultural College, Veterinary Division.	Richard P. Lyman.
Grand Rapids, Mich.	Grand Rapids Veterinary College ¹ .	C. S. McGuire.
Columbia, Mo.	University of Missouri, Department of Veterinary Science.	John Waldo Conaway, D. V. S., chairman.
Kansas City, Mo.	Kansas City Veterinary College.	Albert T. Kinsley.
St. Joseph, Mo.	St. Joseph Veterinary College.	R. C. Moore.
Reno, Nev.	University of Nevada, State Veterinary Control Service.	Edward Records, V. M. D., director.
Ithaca, N. Y.	New York State Veterinary College at Cornell University.	Vernus A. Moore.
New York, N. Y.	New York State Veterinary College at New York University.	W. Horace Hoskins.
Agricultural College, N. Dak.	North Dakota Agricultural College, School of Veterinary Medicine and Surgery.	A. F. Schalk.
Cincinnati, Ohio.	Cincinnati Veterinary College.	Louis P. Cook.
Columbus, Ohio.	Ohio State University College of Veterinary Medicine.	Oscar V. Brunley, acting dean.
Corvallis, Oreg.	Oregon Agricultural College, Department of Veterinary Medicine.	Bennett T. Simms, Chief of Veterinary Medicine.
Philadelphia, Pa.	University of Pennsylvania, School of Veterinary Medicine.	Louis A. Klein.
Pullman, Wash.	Washington State College, Veterinary Department.	Sofus B. Nelson.

¹ Has discontinued sessions for the period of the war.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS.

1. PUBLIC NORMAL SCHOOLS:¹

Location.	Name of institution.	For men, for women, or coeducational.	Principal.
ALABAMA.			
Daphne.	State Normal School.	Coed.	Hilary H. Holmes.
Florence.	do.	Coed.	Henry J. Williamson.
Jacksonville.	do.	Coed.	C. W. Daugelette.
Litlington.	do.	Coed.	George W. Brock.
Montgomery.	State Colored Normal School.	Coed.	J. W. Beverly.
Moundville.	State Normal School.	Coed.	Raleigh W. Greene.
Normal.	Agricultural and Mechanical College for Negroes.	Coed.	Walter S. Buchanan.
Troy.	State Normal School.	Coed.	E. M. Shackelford.
Tuskegee.	Tuskegee Normal and Industrial Institute (colored).	Coed.	Robert R. Moton.
ARIZONA.			
Flagstaff.	Northern Arizona Normal School.	Coed.	G. E. Cornelius.
Tempe.*	Tempe Normal School of Arizona.	Coed.	Arthur J. Matthews.
ARKANSAS.			
Conway.	Arkansas State Normal School.	Coed.	Burr W. Torreyson.
Pine Bluff.	Branch Normal College (colored).	Coed.	J. G. Ish, Jr.
CALIFORNIA.			
Arcata.	Humboldt State Normal School.	Coed.	N. B. Van Matre.
Chico.	State Normal School.	Coed.	C. M. Osenbaugh.
Fresno.	do.	Coed.	C. L. McLane.
Los Angeles.	do.*	Coed.	Ernest C. Moore.
San Diego.	do.	Coed.	Edward L. Hardy.
San Francisco.	do.*	Coed.	Frederick Burk.
San Jose.	do.*	Coed.	Morris Elmerl Dailey.
Santa Barbara.	State Normal School of Manual Arts and Home Economics.	Coed.	Clarence L. Phelps.

¹ Institutions starred (*) have kindergarten training departments.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

1. PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coedu- cational.	Principal.
COLORADO.			
Gunnison.....	Colorado State Normal School	Coed....	James H. Kelley.
CONNECTICUT.			
Bridgeport.....	Bridgeport City Normal School.....	Coed....	Edward E. Cortright.
Danbury.....	State Normal Training School.....	Coed....	John R. Perkins.
New Britain.....	do.*.....	Coed....	Marcus White.
New Haven.....	do.....	Coed....	Arthur B. Morrill.
Willimantic.....	do.....	Coed....	George H. Shafer.
DISTRICT OF COLUMBIA.			
Washington.....	J. Ormond Wilson Normal School *.....	Coed....	Anne M. Goding.
Do.....	Myrtilla Miner Normal School*(colored).	Coed....	Lucy E. Moten.
GEORGIA.			
Athens.....	State Normal School.....	Coed....	Jere M. Pound.
Atlanta.....	Atlanta Normal Training School.....	Coed....	Mary W. Postell.
Milledgeville.....	Georgia Normal and Industrial College..	Women.	Marvin M. Parks.
Valdosta.....	Southern Georgia State Normal College..	Women.	Richard H. Powell.
IDAHO.			
Albion.....	State Normal School.....	Coed....	George A. Axline.
Lewiston.....	do.....	Coed....	Oliver M. Elliott.
ILLINOIS.			
Carbondale.....	Southern Illinois State Normal Univer- sity.....	Coed....	Henry W. Shryock.
Charleston.....	Eastern Illinois State Normal School....	Coed....	Livingston C. Lord.
Chicago.....	Chicago Normal School *.....	Coed....	Wm. B. Owen.
De Kalb.....	Northern Illinois State Normal School....	Coed....	John W. Cook.
Macomb.....	Western Illinois State Normal School....	Coed....	Walter P. Morgan.
Normal.....	Illinois State Normal University *.....	Coed....	David Fehnley.
INDIANA.			
Fort Wayne.....	Fort Wayne Normal School.....	Coed....	Flora Wilber.
Indianapolis.....	Indianapolis Normal School.....	Coed....	Marion Lee Webster.
Muncie.....	Indiana State Normal School, Eastern Division.....	Coed....	B. F. Moore, dean.
Terre Haute.....	Indiana State Normal School.....	Coed....	William W. Parsons.
IOWA.			
Shenandoah.....	Western Normal College.....	Coed....	Charles F. Garrett.
KANSAS.			
Emporia.....	State Normal School *.....	Coed....	Thomas W. Butcher.
Hays.....	Fort Hays Kansas Normal School.....	Coed....	William A. Lewis.
Pittsburg.....	State Manual Training Normal School *.	Coed....	W. A. Brandenburg.
KENTUCKY.			
Bowling Green.....	Western Kentucky State Normal School.	Coed....	H. H. Cherry.
Frankfort.....	State Normal and Industrial Institute for Colored Persons.	Coed....	Green P. Russell.
Louisville.....	Louisville Normal School *.....	Coed....	Elizabeth Breckinridge.
Richmond.....	Eastern Kentucky State Normal School.	Coed....	T. J. Coates.
LOUISIANA.			
Natchitoches.....	Louisiana State Normal School.....	Coed....	Victor L. Roy.
New Orleans.....	New Orleans Normal School *.....	Coed....	Margaret C. Hanson.
MAINE.			
Castine.....	Eastern State Normal School.....	Coed....	Albert F. Richardson.
Farmington.....	Farmington State Normal School.....	Coed....	Wilbert G. Mallett.
Fort Kent.....	Maine State Normal School.....	Coed....	Mary P. Nowland.
Gorham.....	Western State Normal School.....	Coed....	Walter E. Russell.
Lewiston.....	Lewiston Normal Training School.....	Coed....	Adelaide V. Finch.
Machias.....	Washington State Normal School.....	Coed....	William L. Powers.
Presque Isle.....	Arcoosook State Normal School.....	Coed....	San Lorenzo Murr.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

1. PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coedu- cational.	Principal.
MARYLAND.			
Baltimore.....	Baltimore Teachers Training School.....	Coed.....	Norman W. Cameron.
Do.....	Colored Training School.....	Coed.....	Joseph H. Lockerman.
Bowie.....	Maryland State Normal and Industrial School (colored).....	Coed.....	D. S. S. Goodloe.
Frostburg.....	Maryland State Normal School.....	Coed.....	James Widdowson.
Towson.....	do.....	Coed.....	Henry S. West.
MASSACHUSETTS.			
Boston.....	Boston Normal School*.....	Coed.....	Wallace C. Boyden.
Do.....	Massachusetts Normal Art School.....	Coed.....	James F. Hopkins.
Bridgewater.....	State Normal School*.....	Coed.....	Arthur C. Boyden.
Fitchburg.....	do*.....	Coed.....	John G. Thompson.
Frammingham.....	do.....	Coed.....	James Chalmers.
Hyannis.....	do.....	Coed.....	Wm. A. Baldwin.
Lowell.....	do.....	Coed.....	John J. Mahoney.
North Adams.....	do.....	Coed.....	Frank F. Murdock.
Salem.....	do.....	Coed.....	Joseph Asbury Pitman.
Westfield.....	do.....	Coed.....	Clarence A. Brodeur.
Worcester.....	do*.....	Coed.....	Wm. B. Aspinwall.
MICHIGAN.			
Detroit.....	Detroit City Normal School*.....	Coed.....	John F. Thomas.
Kalamazoo.....	Western State Normal School*.....	Coed.....	Dwight B. Walde.
Marquette.....	Northern State Normal School*.....	Coed.....	James H. Kave.
Mount Pleasant.....	Central State Normal School*.....	Coed.....	Eugene C. Warriner.
Ypsilanti.....	Michigan State Normal College*.....	Coed.....	Charles McKenny.
MINNESOTA.			
Duluth.....	State Normal School*.....	Coed.....	Eugene W. Bohannon.
Mankato.....	do*.....	Coed.....	Chas. H. Cooper.
Moorhead.....	do*.....	Coed.....	Frank A. Weld.
St. Cloud.....	do.....	Coed.....	Joseph C. Brown.
Winona.....	State Normal School*.....	Coed.....	Guy E. Maxwell.
MISSISSIPPI.			
Hattiesburg.....	Mississippi Normal College.....	Coed.....	Joe Cook.
MISSOURI.			
Cane Girardeau.....	State Normal School.....	Coed.....	W. S. Dearmont.
Jefferson City.....	Lincoln Institute (colored).....	Coed.....	Clement Richardson.
Kirkville.....	State Normal School.....	Coed.....	John R. Kirk.
Maryville.....	do*.....	Coed.....	Ira Richardson.
St. Louis.....	Harris Teachers College*.....	Women.....	E. George Payne.
Springfield.....	State Normal School*.....	Coed.....	Clyde M. Hill.
Warrensburg.....	do*.....	Coed.....	Eldo L. Hendricks.
MONTANA.			
Dillon.....	Montana State Normal School.....	Coed.....	Joseph E. Monroe.
NEBRASKA.			
Chadron.....	State Normal School.....	Coed.....	Robert I. Elliott.
Kearney.....	do*.....	Coed.....	George S. Dick.
Peru.....	do*.....	Coed.....	E. L. Rouse.
Wayne.....	do*.....	Coed.....	U. S. Conn.
NEW HAMPSHIRE.			
Keene.....	State Normal School.....	Coed.....	Wallace E. Mason.
Plymouth.....	do.....	Coed.....	Ernest L. Silver.
NEW JERSEY.			
Jersey City.....	Teachers' Training School.....	Coed.....	Joseph H. Brensinger.
Montclair.....	New Jersey State Normal School*.....	Coed.....	Chas. S. Chapin.
Newark.....	do*.....	Coed.....	W. S. Willis.
Paterson.....	Paterson Normal Training School.....	Coed.....	Frank W. Smith.
Trenton.....	New Jersey State Normal School*.....	Coed.....	Jerohn J. Savita.
NEW MEXICO.			
El Rito.....	Spanish-American Normal School.....	Coed.....	Roscoe R. Hill.
East Las Vegas.....	New Mexico Normal University.....	Coed.....	Frank H. H. Roberts.
Silver City.....	New Mexico Normal School.....	Coed.....	E. L. Enloe.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

1. PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coedu- cational.	Principal.
NEW YORK.			
Albany.....	Teachers' Training School*	Coed.....	Thomas S. O'Brien.
Brockport.....	State Normal and Training School.....	Coed.....	Alfred C. Thompson.
Brooklyn.....	Training School for Teachers *	Coed.....	Emma L. Johnston.
Buffalo.....	State Normal School *	Coed.....	
Cohoes.....	Cohoes Training School.....	Coed.....	Harriet L. Knapp.
Cortland.....	State Normal and Training School *	Coed.....	Harry De W. De Groat.
Fredonia.....	do*	Coed.....	Myron T. Dana.
Geneseo.....	Geneseo State Normal School *	Coed.....	James V. Sturges.
Jamaica.....	Training School for Teachers.....	Coed.....	Archibald C. McLachlan.
New Paltz.....	State Normal School *	Coed.....	John C. Bliss.
New York.....	New York Training School for Teachers *	Coed.....	Hugo Newman.
Onondaga.....	State Normal School *	Coed.....	Percy I. Bugbee.
Oswego.....	do*	Coed.....	James G. Riggs.
Plattsburg.....	State Normal School.....	Coed.....	Geo. K. Hawkins.
Potsdam.....	State Normal and Training School *	Coed.....	Jeremiah M. Thompson.
Rochester.....	City Normal School *	Coed.....	Edward J. Bonner.
Schenectady.....	Teachers' Training School.....	Coed.....	Granville B. Jeffers.
Syracuse.....	Syracuse Training School for Teachers*.	Coed.....	J. Edward Banta.
Watertown.....	Watertown Training School.....	Coed.....	Ella Marie Walradt.
Yonkers.....	Yonkers Training School for Teachers.....	Coed.....	Eleanor M. Taylor.
NORTH CAROLINA.			
Cullowhee.....	Cullowhee Normal and Industrial School.....	Coed.....	A. C. Reynolds.
Elizabeth City.....	State Colored Normal School.....	Coed.....	P. W. Moore.
Fayetteville.....	do.....	Coed.....	E. E. Smith.
Greenville.....	East Carolina Teachers' Training School.....	Coed.....	Robt. H. Wright.
Greensboro.....	State Normal and Industrial College.....	Women.....	Julius I. Foust.
Pembroke.....	Indian Normal College.....	Coed.....	H. A. Neal.
Winston-Salem.....	Slater Industrial and State Normal School (colored).	Coed.....	S. G. Atkins.
NORTH DAKOTA.			
Ellendale.....	State Normal and Industrial School.....	Coed.....	Ryland M. Black.
Mayville.....	State Normal School.....	Coed.....	Thos. A. Hillyer.
Minot.....	do.....	Coed.....	A. G. Crane.
Valley City.....	do*.....	Coed.....	Geo. A. McFarland.
OHIO.			
Akron.....	Perkins Normal School.....	Coed.....	W. J. Banks.
Athens.....	State Normal College.....	Coed.....	John J. Richeson.
Bowling Green.....	do.....	Coed.....	Homor B. Williams.
Cleveland.....	Cleveland Normal Training School.....	Coed.....	Ambrose L. Suhrie.
Columbus.....	Columbus Normal School.....	Coed.....	Margaret W. Sutherland.
Dayton.....	Dayton Normal School.....	Coed.....	Grace A. Greene.
Kent.....	State Normal College*.....	Coed.....	John E. McGilvrey.
Oxford.....	Teachers College.....	Coed.....	Harvey C. Minnich.
OKLAHOMA.			
Ada.....	East Central State Normal School.....	Coed.....	J. M. Gordon.
Alva.....	Northwestern State Normal School.....	Coed.....	A. S. Faulkner.
Durant.....	Southeastern State Normal School.....	Coed.....	T. D. Brooks.
Edmond.....	Central State Normal School.....	Coed.....	J. W. Graves.
Langston.....	Colored Agricultural and Normal University.....	Coed.....	John M. Marquess.
Tahlequah.....	Northeastern State Normal School.....	Coed.....	G. W. Gable.
Weatherford.....	Southwestern State Normal School.....	Coed.....	James B. Eskridge.
OREGON.			
Monmouth.....	State Normal School.....	Coed.....	John H. Ackerman.
PENNSYLVANIA.			
Bloomsburg.....	*State Normal School.....	Coed.....	D. J. Waller, Jr.
California.....	Southwestern State Normal School.....	Coed.....	Walter S. Hertzog.
Clarion.....	State Normal School.....	Coed.....	Clyde C. Green.
East Stroudsburg.....	do.....	Coed.....	E. L. Kemp.
Edinboro.....	State Normal School.....	Coed.....	Frank E. Baker.
Erie.....	Erie Normal Training School.....	Coed.....	Celestia J. Hershey.
Harrisburg.....	Teachers' Training School.....	Coed.....	Anne U. Wert.
Indiana.....	State Normal School.....	Coed.....	John A. H. Keith.
Kutztown.....	Keystone State Normal School.....	Coed.....	A. C. Rothermel.
Lock Haven.....	Central State Normal School*.....	Coed.....	Charles Lose.
Mansfield.....	State Normal School.....	Coed.....	Wm. R. Straughn.
Millersville.....	do.....	Coed.....	C. H. Gordinier.
Philadelphia.....	Philadelphia Normal School for Girls*.....	Women.....	J. Eugene Baker.
Do.....	Philadelphia School of Pedagogy.....	Men.....	Francis B. Brandt.
Shippensburg.....	Cumberland Valley State Normal School.....	Coed.....	Ezra Lehman.
Slippery Rock.....	State Normal School.....	Coed.....	J. Linwood Eisenberg.
West Chester.....	do.....	Coed.....	George M. Phillips.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

1. PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution.	For men, for women, or coedu- cational.	Principal.
RHODE ISLAND.			
Providence.....	Rhode Island State Normal School*....	Coed....	John L. Alger.
SOUTH CAROLINA.			
Orangeburg.....	Colored Normal, Industrial, Agricul- tural, and Mechanical College of South Carolina.	Coed....	Robert E. Wilkinson.
Rockhill.....	Winthrop Normal and Industrial College*	Women.	David B. Johnson.
SOUTH DAKOTA.			
Aberdeen.....	Northern Normal and Industrial School	Coed....	Ethebert C. Woodburn.
Madison.....	State Normal School*	Coed....	John W. Heston.
Spearfish.....	do.....	Coed....	Fayette L. Cook.
Springfield.....	do.....	Coed....	Gustav G. Wenzel.
TENNESSEE.			
Johnson City.....	East Tennessee State Normal School....	Coed....	Sidney G. Gilbreath.
Memphis.....	West Tennessee State Normal School....	Coed....	A. A. Kincaunon.
Murfreesboro.....	Middle Tennessee State Normal School....	Coed....	R. L. Jones.
Nashville.....	State Agricultural and Industrial Normal School for Negroes.	Coed....	William J. Hale.
TEXAS.			
Canyon.....	West Texas State Normal College.....	Coed....	R. B. Cousins.
Commerce.....	East Texas Normal College.....	Coed....	R. B. Binnion.
Denton.....	North Texas State Normal College.....	Coed....	W. H. Bruce.
Huntsville.....	Sam Houston State Normal Institute*....	Coed....	H. F. Estill.
Prairie View.....	Prairie View State Normal and Indus- trial College (colored).	Coed....	J. G. Osborne, acting.
San Marcos.....	Southwest Texas State Normal School....	Coed....	C. E. Evans.
VERMONT.			
Castleton.....	State Normal School.....	Coed....	Charles A. Adams.
Johnson.....	do.....	Coed....	Bessie B. Goodrich.
VIRGINIA.			
East Radford.....	State Normal School for Women.....	Women.	John P. McConnell.
Farmville.....	do.*.....	Women.	Joseph L. Jarman.
Fredericksburg.....	State Normal and Industrial School for Women.	Women.	E. H. Russell.
Hampton.....	Hampton Normal and Agricultural In- stitute (colored).	Coed....	James E. Gregg.
Harrisonburg.....	State Normal and Industrial School for Women.*	Women.	Julian A. Burreas.
Petersburg.....	Virginia Normal and Industrial Insti- tute (colored).	Coed....	John M. Gandy.
WASHINGTON.			
Bellingham.....	State Normal School.....	Coed....	George W. Nash.
Cheney.....	do.....	Coed....	Noah D. Showalter.
Ellensburg.....	do.*.....	Coed....	George H. Black.
WEST VIRGINIA.			
Athens.....	Concord State Normal School.....	Coed....	L. B. Hill.
Fairmont.....	State Normal School.....	Coed....	Joseph Rosier.
Glenville.....	do.....	Coed....	E. G. Rohrbough.
Huntington.....	Marshall College, State Normal School....	Coed....	O. I. Woodley.
Institute.....	West Virginia Collegiate Institute (col- ored).	Coed....	Byrd Prillerman.
Shepherdstown.....	Shepherd College, State Normal School....	Coed....	Thomas C. Miller.
West Liberty.....	State Normal School.....	Coed....	John C. Shaw.
WISCONSIN.			
Algoma.....	Door-Kewaunee County Training School....	Coed....	Millard Tufts.
Alma.....	Buffalo County Training School.....	Coed....	B. F. Oltman.
Antigo.....	Langlade County Training School.....	Coed....	W. E. Smith.
Berlin.....	Green Lake County Training School.....	Coed....	C. D. Lamberton.
Columbus.....	Columbia County Training School.....	Coed....	M. C. Palmer.
Eau Claire.....	Eau Claire County Training School.....	Coed....	F. E. Jaastad.
Do.....	State Normal School.....	Coed....	Harvey A. Schofield.
Guys Mills.....	Crawford County Training School.....	Coed....	B. W. Weenink.
Grand Rapids.....	Wood County Training School.....	Coed....	M. H. Jackson.
Janesville.....	Rock County Training School.....	Coed....	Frank J. Lowth.
La Crosse.....	State Normal School.....	Coed....	Fassett A. Cotton.
Ladysmith.....	Rusk County Training School.....	Coed....	B. Mack Dresden.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

1. PUBLIC NORMAL SCHOOLS—Continued.

Location.	Name of institution	For men, for women, or coedu- cational.	Principal.
WISCONSIN—continued.			
Manitowoc.....	Manitowoc County Training School.....	Coed....	Fred Christensen.
Marinette.....	Marinette County Training School.....	Coed....	A. M. Olson.
Madford.....	Taylor County Training School.....	Coed....	J. H. Wheelock.
Menomonie.....	Dunn County Training School.....	Coed....	G. L. Bowman.
Do.....	Stout Institute.....	Coed....	L. D. Harvey.
Merrill.....	Lincoln County Training School.....	Coed....	E. W. McCrary.
Milwaukee.....	State Normal School*.....	Coed....	Carroll G. Pearce.
Monroe.....	Green County Training School.....	Coed....	C. H. Deltz.
New London.....	Waupaca County Training School.....	Coed....	Eliza Caley.
Oshkosh.....	State Normal School.....	Coed....	H. A. Brown.
Phillips.....	Price County Training School.....	Coed....	William Milne.
Platteville.....	State Normal School.....	Coed....	Ann M. Royce.
Reedsburg.....	Sauk County Training School.....	Coed....	Martin Stenerson.
Rhineland.....	Oneida County Training School.....	Coed....	M. V. Boyce.
Rice Lake.....	Barren County Training School.....	Coed....	G. E. Pratt.
Richland Center.....	Richland County Training School.....	Coed....	L. C. Johnson.
River Falls.....	State Normal School.....	Coed....	Jesse H. Ames.
St. Croix Falls.....	Polk County Training School.....	Coed....	C. L. Hill.
South Kaskaskia.....	Outagamie County Training School.....	Coed....	John E. Hale.
Stevens Point.....	State Normal School.....	Coed....	John P. Sims.
Superior.....	State Normal School.....	Coed....	V. E. McCaskill.
Viroqua.....	Vernon County Training School.....	Coed....	A. E. Smith.
Wausau.....	Marathon County Training School.....	Coed....	Randall Johnson.
Wautoma.....	Waushara County Training School.....	Coed....	G. E. Dafee.
Whitewater.....	State Normal School.....	Coed....	Albert H. Yoder.

2. PRIVATE NORMAL SCHOOLS.

Pea Ridge, Ark.....	Pea Ridge Masonic College.....	Coed....	A. Carnahan.
Denver, Colo.....	Denver Normal and Preparatory School.....	Coed....	M. F. Miller.
New Haven, Conn.....	New Haven Normal School of Gymnas- tics.....	Coed....	Ernest H. Arnold.
Chicago, Ill.....	American College of Physical Education.....	Coed....	Morey A. Wood.
Do.....	Chicago Normal School of Physical Edu- cation.....	Women....	Frances Musselman.
Do.....	Technical Normal School of Chicago.....	Coed....	L. Mary Sherwood.
Oak Park, Ill.....	Concordia Teachers College.....	Coed....	W. C. Kohn.
Angola, Ind.....	Tri-State College.....	Coed....	Littleton M. Sniff.
Danville, Ind.....	Central Normal College.....	Coed....	Jonathan Rigdon.
Indianapolis, Ind.....	Teachers College of Indianapolis.....	Women....	Mrs. Eliza A. Blaker.
Do.....	Normal College of the North American Gymnasium Union.....	Coed....	Emil Rath.
Marion, Ind.....	Marion Normal Institute.....	Coed....	C. C. Thomas.
Lexington, Ky.....	Chandler Normal School (colored).....	Coed....	Frederick J. Werking.
Louis, Ky.....	Kentucky Normal College.....	Coed....	Walter M. Byington.
Ammendale, Md.....	Ammendale Normal Institute.....	Men.....	Brother Philip.
Boston, Mass.....	American School for Physical Education.....	Women....	Mary R. Mulliner.
Do.....	Posse Normal School of Gymnastics.....	Coed....	Hartvig Nissen.
Do.....	Sloyd Training School.....	Coed....	Gustaf Larsson.
Cambridge, Mass.....	Sargent School for Physical Education.....	Women....	Dudley A. Sargent.
Battle Creek, Mich.....	Normal School of Physical Education.....	Coed....	Frank J. Born.
Detroit, Mich.....	Thomas Normal Training School.....	Coed....	Jennie L. Thomas.
Madison, Minn.....	Lutheran Normal School.....	Coed....	K. Lokensgard.
New Ulm, Minn.....	Dr. Martin Luther College.....	Coed....	John Meyer.
Fremont, Nebr.....	Fremont College.....	Coed....	W. H. Clemmons.
Santee, Nebr.....	Santee Normal Training School (Indian).....	Coed....	Frederick B. Riggs.
Newark, N. J.....	Newark Normal School for Physical Edu- cation and Hygiene.....	Coed....	Randall D. Warden.
Raleigh, N. C.....	St. Augustine's School (colored).....	Coed....	Edgar H. Gould.
Woodville, Ohio.....	Woodville Lutheran Normal School.....	Coed....	K. Hemminghaus.
Mt. Angel, Oreg.....	Mt. Angel Normal School.....	Women....	Sister Mary Rose.
Cheyney, Pa.....	Cheyney Training School (colored).....	Coed....	Leslie P. Hill.
Philadelphia, Pa.....	Gratz College (Hebrew Normal).....	Coed....	Henry M. Speaker.
Charleston, S. C.....	Avery Normal Institute (colored).....	Coed....	B. F. Cox.
Sioux Falls, S. Dak.....	Augustana College and Lutheran Nor- mal School.....	Coed....	H. S. Hilleboe.
Memphis, Tenn.....	Le Moyné Normal Institute (colored).....	Coed....	Edgar Clippinger.
Morristown, Tenn.....	Morristown Normal and Industrial Col- lege (colored).....	Coed....	Judson S. Hill.
Harpers Ferry, W. Va.....	Storer College (colored).....	Coed....	Henry T. McDonald.
Smoot, W. Va.....	Greenbrier Normal School.....	Coed....	L. O. Haynes.
Milwaukee, Wis.....	National Teachers Seminary.....	Coed....	Max Grieb.
St. Francis, Wis.....	Catholic Normal School.....	Men.....	Joseph P.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

3. KINDERGARTEN TRAINING SCHOOLS.

[For kindergarten departments in normal schools see names of institutions starred (*) in list 1.]

Location.	Name of institution.	Principal.
Berkeley, Cal.....	Barnard Kindergarten Training School.....	Grace Everett Barnard.
Los Angeles, Cal.....	Miss Fulmer's School.....	Grace Fulmer.
Pasadena, Cal.....	Broadoaks Kindergarten Training School.....	Ada Mae Brooks.
Greeley, Colo.....	Kindergarten Department, the State Teachers College.	Mildred Julian.
Bridgeport, Conn.....	Froebel Normal Kindergarten-Primary Training School.	Mary C. Mills.
Do.....	The Fannie A. Smith Froebel Kindergarten Training School.	Fannie A. Smith.
Hartford, Conn.....	Culver-Smith Kindergarten Training School....	M. Lima Culver and Louise Smith.
Washington, D. C.....	Columbia Kindergarten Training School.....	Misses Lippincott and Baker.
Do.....	Kindergarten Department, Howard University (colored).	Martha MacLear.
Tallahassee, Fla.....	Kindergarten Department, State College for Women.	Mabel Wheeler.
Atlanta, Ga.....	Kindergarten Department, Atlanta University (colored).	Gertrude H. Ware.
Columbus, Ga.....	Free Kindergarten Association Training School.	Edwina Wood.
La Grange, Ga.....	Kindergarten Department, Training School at La Grange Settlement.	Marguerite Murphy.
Savannah, Ga.....	Kate Baldwin Free Kindergarten Association Training School.	Hortense M. Orcutt.
Honolulu, Hawaii.....	Honolulu Free Kindergarten Training School...	Frances Lawrence.
Chicago, Ill.....	Chicago Kindergarten Institute.....	Mrs. Mary B. Page.
Do.....	Kindergarten Department, School of Education, Chicago University.	Alice Temple.
Do.....	National Kindergarten and Elementary College.	Elizabeth Harrison.
Do.....	Pestalozzi-Froebel Kindergarten Training School.	Mrs. B. H. Hegner.
Indianapolis, Ind.....	The Teachers' College of Indianapolis.....	Mrs. Eliza A. Binker.
South Bend, Ind.....	The South Bend Training School.....	
Cedar Falls, Iowa.....	Kindergarten Department, Iowa State Teachers College.	Corinne Brown.
Des Moines, Iowa.....	Kindergarten Department, Drake University...	Irene Hirsch.
Baltimore, Md.....	Affordby Kindergarten Normal School.....	Elizabeth Silkman.
Do.....	Kindergarten Department, Goucher College.	Stella A. McCarty.
Boston, Mass.....	Miss Niel's Training School for Kindergartners...	Harriet Niel.
Do.....	The Perry Kindergarten Normal School.....	Mrs. Harriot H. Jones.
Do.....	Miss Wheelock's Kindergarten Training School.	Lucy Wheelock.
Do.....	Susan E. Blow Training School for Kindergartners.	Laura Fisher.
Cambridge, Mass.....	Lesley Normal School.....	Mrs. Edith L. Wolfard.
Springfield, Mass.....	Springfield Kindergarten Training School.....	Hattie Twichell.
Alma, Mich.....	Kindergarten Department, Alma College.....	Caroleen Robinson.
Big Rapids, Mich.....	Kindergarten Department, Ferris Institute.	Flora Sawtelle.
Grand Rapids, Mich.....	Grand Rapids Kindergarten Training School...	Clara Wheeler.
Minneapolis, Minn.....	Minneapolis Kindergarten Association, Normal School.	Stella L. Wood.
St. Louis, Mo.....	Kindergarten Training School, 5460 Delmar Blvd.	Mabel A. Wilson.
Fremont, Nebr.....	Kindergarten Department, Fremont College....	Eva Mixer.
Lincoln, Nebr.....	Kindergarten Department, University of Nebraska.	Clara O. Wilson.
Omaha, Nebr.....	Kindergarten Department, University of Omaha.	Emma Ghering.
University Place, Nebr.....	Kindergarten Department, Nebraska Wesleyan University.	Lilian Beach.
East Orange, N. J.....	Miss Cora Webb Peet's Kindergarten Normal Training School.	Cora Webb Peet.
Buffalo, N. Y.....	Kindergarten Department, Teachers Training School.	Ella C. Elder.
Herkimer, N. Y.....	Kindergarten Department, Folts Mission Institute.	Amy Quackenbush.
New York (Brooklyn).....	Kindergarten Department, Adelphi Normal School for Kindergartners.	Anna E. Harvey.
New York, N. Y.....	Kindergarten Normal Department, Ethical Culture School.	Jessica E. Beers.
Do.....	Training School of the Froebel League.....	Mrs. Marion B. B. Langsettel.
Do.....	Jenny Hunter Kindergarten Training School....	Jenny Hunter.
Do.....	Harriette M. Mills Kindergarten Training School.	Harriette M. Mills.
Do.....	Kindergarten Department, Hunter College of the City of New York.	Marie Bell Coles.
New York, N. Y.....	Kindergarten Department, Teachers College, Columbia University.	Patty Smith Hill.
Athens, Ohio.....	Kindergarten Department, Ohio University....	Constance T. McLeod.
Cincinnati, Ohio.....	Cincinnati Kindergarten Association Training School.	Lillian H. Stone.
Do.....	Kindergarten Department, Cincinnati Missionary Training School.	Lottie M. Sinnett.
Cleveland, Ohio.....	Cleveland Kindergarten Training School.....	Netta Faris.
Oberlin, Ohio.....	Oberlin Kindergarten Training School.....	Clara May.

XXIII.—PRINCIPALS OF NORMAL AND KINDERGARTEN TRAINING SCHOOLS—Contd.

3. KINDERGARTEN TRAINING SCHOOLS—Continued.

Location.	Name of institution.	Principal.
Toledo, Ohio.....	Law Froebel Kindergarten Training School.....	Mary E. Law.
Portland, Oreg.....	Kindergarten Department, St. Helen's Hall.....	Minnie M. Glidden.
Harrisburg, Pa.....	Froebel Kindergarten Training School.....	Evelyn Barrington.
Philadelphia, Pa.....	Miss Hart's Training School.....	Adelaide T. Illman.
Do.....	Kindergarten Department, Temple University.....	Lucinda P. MacKenzie.
Pittsburgh, Pa.....	Kindergarten Department, Training School for Teachers, Colfax School No. 1.	Alice Parker.
Do.....	School of Childhood, University of Pittsburgh.....	Meredith Smith.
Greenville, S. C.....	Kindergarten Department, Greenville Female College.	Kitty T. Perrin.
Dallas, Tex.....	Dallas Free Kindergarten Training School and Industrial Association.	Mary K. Drew.
Denton, Tex.....	Kindergarten Department, College of Industrial Arts.	Mabel M. Osgood.
Fort Worth, Tex.....	Fort Worth Kindergarten Training School.....	Mary G. Waite.
San Antonio, Tex.....	San Antonio Kindergarten Training School.....	Elizabeth Moore.
Provo, Utah.....	Kindergarten Department, Brigham Young University.	Ida S. Dusenberry.
Salt Lake City, Utah.....	Kindergarten Department, University of Utah.....	Rose Jones.
Norfolk, Va.....	Kindergarten Association Training School.....	Lillian Wadsworth.
Richmond, Va.....	Richmond Training School for Kindergartners.....	Mary E. Pennell.

¹ Absorbed into Richmond City Normal Training School.

XXIV.—VOCATIONAL EDUCATION.

1. STATE OFFICIALS IN CHARGE OF VOCATIONAL EDUCATION.

States.	Division designation.	Staff.	Official position.
Alabama.....	State department of public instruction, Montgomery.	V. P. McKinley.....	State director industrial education.
		J. B. Hobdy.....	State supervisor agricultural education.
Arizona.....	State department of vocational education, Phoenix.	Isadore Colodny.....	State director vocational education.
Arkansas.....	State board of education, Little Rock.	N. M. Whaley.....	State director vocational agriculture.
		Connie Bonslagel.....	Supervisor home economics.
California.....	Division of vocational education, State department of public instruction, Sacramento.	Edwin R. Snyder.....	Commissioner of vocational education.
		J. B. Lillard.....	State supervisor agricultural instruction.
		J. C. Beswick.....	State director vocational war work.
		Charles L. Jacobs.....	State supervisor of teacher training for trades and industries.
		G. W. Galbraith.....	Do.
		W. G. Hummel.....	State supervisor of teacher training for agriculture.
		S. H. Dadisman.....	Do.
		Maude I. Murchie.....	State supervisor of teacher training for home economics.
Colorado.....	State board of agriculture, Denver.	C. G. Sargent.....	State director of vocational education.
Connecticut.....	State board of education, Hartford.	Frederick J. Trinder.....	State director vocational education.
		Henry C. Morrison.....	Assistant secretary and supervisor agricultural education.
		T. H. Eaton.....	Assistant supervisor agricultural education.
Delaware.....	State board of education, Dover.	A. R. Spaid.....	Commissioner.
		L. C. Armstrong.....	State supervisor agricultural education.
		J. T. Ryan.....	In charge of training teachers of trades and industries.
		H. T. Ruhl.....	In charge of training teachers of agriculture.
		S. Helen Bridge.....	In charge of training teachers of home economics.
Florida.....	State board of education, Tallahassee.	W. N. Sheats.....	State director vocational education.
		Shelton Phillips.....	State supervisor agricultural education.
		Edith Thomas.....	State supervisor home economics.

XXIV.—VOCATIONAL EDUCATION—Continued.

1. STATE OFFICIALS IN CHARGE OF VOCATIONAL EDUCATION—Continued.

States.	Division designation.	Staff.	Official position.
Georgia.....	State board for vocational education, Atlanta.	J. S. Stewart..... E. F. Tracey..... R. D. Maltby..... Eda Lord Murphy..... Edna M. Randall..... Julia Robertson..... Ken C. Bryan.....	Inspector vocational schools. Supervisor industrial education. Supervisor agricultural education. Supervisor home economics. Do. Do. Vocational supervisor for Oahu. Vocational supervisor for Hawaii. Vocational supervisor for Kauai. Vocational supervisor for Maui.
Hawaii.....	Department of public instruction, Honolulu.	Lester Hull..... E. Allen Creevey..... R. C. Bowman.....	State director vocational education. Supervisor agricultural education. Supervisor home economics. Secretary.
Idaho.....	State board of education, Boise.	Enoch A. Bryan..... C. B. Wilson.....	State supervisor industrial education. State supervisor agricultural education. State supervisor home economics.
Illinois.....	State board for vocational education, Springfield.	Amy Kelly..... Francis W. Shepardson..... E. A. Wreidt..... A. W. Nolan..... Cora I. Davis.....	Deputy State superintendent for vocational education. Supervisor agricultural education. Supervisor home economics. State director vocational education and supervisor agricultural education. State director vocational education and supervisor agricultural education.
Indiana.....	State board of education, Indianapolis.	J. G. Collicott..... Z. M. Smith.....	Supervisor home economics. State director vocational education and supervisor agricultural education.
Iowa.....	State board for vocational education, Des Moines.	Bertha Latta..... W. H. Bender.....	State director vocational education and supervisor agricultural education.
Kansas.....	State board of education, Topeka.	H. L. Kent.....	State director vocational education and supervisor agricultural education.
Kentucky.....	State department of education, Frankfort.	McHenry Rhoades.....	State director of vocational education.
Louisiana.....	State board of education, Baton Rouge.	P. L. Guilbeau..... Cleora C. Helbing.....	State supervisor of agricultural education. State supervisor of home economics.
Maine.....	State board for vocational education, Augusta.	Augustus O. Thomas..... Paul H. Smiley..... Herbert S. Hill..... Bernardine Cooney.....	Chairman and State director for vocational education. Supervisor of industrial education. Supervisor of agricultural education. Supervisor of home economics.
Maryland.....	State department of education, Baltimore.	G. H. Reavis..... L. A. Emerson..... H. F. Cotterman.....	State director vocational education. Supervisor industrial education. Supervisor vocational agriculture.
Massachusetts....	Department of vocational education, State board of education, Boston.	Agnes Saunders..... Robert O. Small..... Charles R. Allen..... Rufus W. Stimson..... Chester L. Pepper..... Louisa I. Pryor..... Caroline F. Nourse..... M. Norcross Stratton..... Franklin E. Heald..... Anna M. Kloss..... Anna C. Hanrihan.....	Supervisor home economics. Deputy commissioner for vocational education. Agent, industrial education. Agent, agricultural education. Assistant agent, vocational education. Agent, girls' home-making and trade schools. Assistant agent, in charge of evening practical arts work. In charge of training teachers of trades and industries. In charge of training agricultural teachers. In charge of training household arts teachers. Assistant in charge of training household arts teachers.

XXIV.—VOCATIONAL EDUCATION—Continued.

1. STATE OFFICIALS IN CHARGE OF VOCATIONAL EDUCATION—Continued.

States.	Division designation.	Staff.	Official position.
Michigan.....	State board for vocational education, Lansing.	George W. Myers..... E. E. Gallup.....	State supervisor industrial education. Supervisor agricultural education.
Minnesota.....	State high school board, St. Paul.	Martha H. French..... E. M. Phillips..... G. A. McGarvey..... B. M. Gile.....	Supervisor home economics. State director vocational education. Supervisor industrial education. Supervisor agricultural education.
Mississippi.....	State board for vocational education, Jackson.	Mildred Weigley..... F. J. Hubbard..... S. J. Greer.....	Supervisor home economics. Director vocational agricultural education. Assistant director vocational agricultural education.
Missouri.....	State board of education, Jefferson City.	J. D. Elliff.....	State director vocational education and supervisor agricultural education.
Montana.....	State board of education, Helena.	L. R. Foote..... M. J. Abbey.....	State supervisor industrial education. Supervisor agricultural education.
Nebraska.....	State board for vocational education, Lincoln.	Lucile Reynolds..... C. A. Fulmer..... C. W. Watson.....	Home demonstration agent. State director vocational education. Supervisor agricultural education.
Nevada.....	State board of education, Carson City.	Alice M. Loomis..... Leslie E. Brigham.....	Supervisor home economics. State director vocational education.
New Hampshire..	State board for vocational education, Concord.	George H. Whitchee...	Deputy State superintendent for vocational education.
New Jersey.....	Division of vocational education, State department public instruction, Trenton.	Wesley A. O'Leary... Arthur K. Getman... J. Gould Spofford... Iris Preuty O'Leary..	Assistant commissioner of education. Assistant for agricultural education. Assistant for training of teachers. Assistant for home economics.
New Mexico.....	Division of vocational education, State department of education, Santa Fe.	Mrs. Ruth C. Miller... A. B. Anderson..... E. D. Smith.....	State director vocational education and supervisor home economics. Supervisor industrial education. Supervisor agricultural education.
New York.....	Division of agricultural and industrial education, State department of education, Albany.	Lewis A. Wilson..... Royal B. Farnum..... Arthur K. Getman... Carl E. Ladd..... Arthur P. Williams... Leon L. Winslow.... Eleanor D. Toaz.....	Director of division. Specialist in industrial education. Specialist in agricultural education. Do. Specialist in drawing and industrial training. Specialist in vocational education for girls.
North Carolina..	State board for vocational education, Raleigh.	T. E. Browne.....	State director vocational education.
North Dakota....	State department of public instruction, Bismarck.	Minnie L. Jamison... N. C. Macdonald.....	Supervisor home economics. State superintendent.
Ohio.....	State board of education, Columbus.	E. L. Heusch..... Dean Alfred Vivian... W. F. Stewart.....	State director vocational education. Supervisor agricultural education. Assistant supervisor agricultural education.
Oklahoma.....	State board of education, Oklahoma.	Mrs. Maud G. Adams.. S. M. Barrett..... W. R. Curry..... Avis Guinn.....	Supervisor home economics. Secretary and State director vocational education. State supervisor agricultural education. State supervisor home economics.
Oregon.....	State board of education, Salem.	J. A. Churchill..... Frank H. Shepard....	State director vocational education. State supervisor industrial education.

XXIV.—VOCATIONAL EDUCATION—Continued.

1. STATE OFFICIALS IN CHARGE OF VOCATIONAL EDUCATION—Continued.

States.	Division designation.	Staff.	Official position.
Oregon..... (Continued.)	State board of education, Salem.	H. P. Barrows.....	State supervisor agricultural education.
Pennsylvania.....	Vocational division, State board of education, Harris- burg.	Hattie Dahlberg.....	State supervisor home eco- nomics.
		Millard B. King.....	State director industrial edu- cation.
		William P. Loomis.....	Supervisor industrial educa- tion.
		Wallace E. Hackett.....	Do.
		J. K. Bowman.....	Do.
		Lindley H. Dennis.....	State director agricultural education.
		H. C. Fetterolf.....	Supervisor agricultural edu- cation.
		Miss Anna G. Green.....	Supervisor home economics.
		Anne C. Perry.....	Do.
Philippine Is- lands.	Bureau of Education, Manila.	W. W. Marquardt.....	Director of education.
		H. E. Cutler.....	Chief of industrial division.
		S. J. Rowland.....	Assistant chief.
		North H. Foreman.....	Inspector of school gardens and grounds.
Porto Rico.....	Division of education, San Juan.		Supervisor of manual arts.
		Grace J. Ferguson.....	Supervisor of home econom- ics.
Rhode Island.....	State board of education, Provi- dence.	A. J. Sykes.....	Supervisor of agriculture.
South Carolina.....	State board of education, Co- lumbia.	Walter E. Ranger.....	State commissioner of edu- cation.
		C. S. Doggett.....	State supervisor industrial education.
		Verd Peterson.....	State supervisor agricultural education.
		Edna F. Colth.....	State supervisor home econom- ics.
South Dakota.....	State board of education, Pierre	E. C. Stivers.....	State supervisor agricultural education.
		Eva R. Robinson.....	Supervisor of home econom- ics.
Tennessee.....	State board of education, Nash- ville.	Albert Williams.....	State director vocational education.
Texas.....	State board of education, Aus- tin.	N. S. Hundson.....	State supervisor industrial education.
		J. D. Blackwell.....	Supervisor agricultural edu- cation.
		R. G. Bressler.....	Do.
		Nina Creigler.....	Supervisor home economics.
Utah.....	State board of education, Salt Lake City.	F. W. Kirkham.....	State director vocational education.
		Lon J. Haddock.....	Supervisor industrial edu- cation.
		I. B. Ball.....	Supervisor agricultural edu- cation.
Vermont.....	State board of education, Montpelier.	Jean Cox.....	Supervisor home economics.
		Leon H. Beach.....	State director vocational edu- cation.
		H. H. Gibson.....	Supervisor agricultural edu- cation.
Virginia.....	State board of education, Richmond.	Julia Hurd.....	Supervisor home economics.
Washington.....	State board of education, Seattle.	Thomas D. Eason.....	State director vocational edu- cation.
		C. R. Frazier.....	State director of vocational education.
		H. M. Skidmore.....	Supervisor agricultural edu- cation.
West Virginia....	State board of regents, Charleston.	J. F. Marsh.....	Secretary, and acting State director of vocational edu- cation.
		B. T. Leland.....	Supervisor industrial educa- tion.
		C. H. Winkler.....	Do.
		A. C. Callen.....	Supervisor education for miners.
Wisconsin.....	State board for vocational edu- cation, Madison.	Rachel H. Colwell.....	Supervisor home economics.
		John Callahan.....	Executive secretary, and State director of vocational education.
		W. S. Welles.....	Supervisor agricultural edu- cation.
Wyoming.....	State board of education, Laramie.	James R. Coxen.....	State director vocational edu- cation.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES.

(a) *Manual Arts and Trades and Industries.*

This table contains the names of persons reported as in charge of courses for the preparation of special teachers or directors or supervisors of the manual arts, or of trades and industries.

Location.	Institution.	Director.
ALABAMA.		
Auburn.....	Alabama Polytechnic Institute.....	M. T. Fullan.
Florence.....	State Normal School.....	R. W. Sharpe.
Jacksonville.....	do.....	A. L. Young.
Livingston.....	do.....	T. B. Ray.
Montevallo.....	Alabama Girls' Technical Institute.....	J. W. Beverly.
Montgomery.....	State Normal School for Negroes.....	W. S. Buchanan.
Normal.....	Agricultural and Mechanical College for Negroes.....	W. B. Speer.
Troy.....	State Normal School.....	V. P. McKinley.
Tuscaloosa.....	University of Alabama.....	R. R. Moton.
Tuskegee.....	Tuskegee Normal and Industrial Institute (colored).	
ARIZONA.		
Flagstaff.....	State Normal School.....	G. G. Morgan.
Tempe.....	do.....	A. B. Clark.
Tucson.....	University of Arizona.....	W. W. Henley.
ARKANSAS.		
Fayetteville.....	University of Arkansas.....	H. C. Givens.
CALIFORNIA.		
Berkeley.....	University of California.....	Charles L. Jacobs.
Chico.....	State Normal School.....	Eva M. Ealand.
Fresno.....	do.....	W. B. Givens.
Los Angeles.....	do.....	G. W. Galbraith, for trades and industries.
Do.....	do.....	Harold W. Mansfield (acting), for manual training.
San Diego.....	do.....	Mary Benton.
San Francisco.....	California School of Mechanical Arts.....	George A. Merrill.
San Jose.....	State Normal School.....	William S. Martin.
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.....	N. Dana Cook.
Stanford University.....	Leland Stanford Junior University.....	E. P. Lesley.
COLORADO.		
Fort Collins.....	State Agricultural College.....	L. D. Crain.
CONNECTICUT.		
Hartford.....	Hillyer Institute.....	H. F. Stuart.
Bridgeport.....	State Trade Education Shop.....	Herbert J. Hanson.
South Manchester.....	do.....	James C. Tucker.
Storrs.....	Connecticut Agricultural College.....	Charles L. Beach.
Torrington.....	State Trade School.....	
DELAWARE.		
Newark.....	Delaware College.....	J. T. Ryan.
DISTRICT OF COLUMBIA.		
Washington.....	Howard University (colored).....	H. D. Hatfield.
HAWAII.		
Honolulu.....	Territorial Normal School.....	Harlan V. Roberts
IDAHO.		
Albion.....	State Normal School.....	E. A. Ball.
Lewiston.....	do.....	Mary W. McGahey.
Moscow.....	University of Idaho.....	C. B. Wilson.
Pocatello.....	Idaho Technical Institute.....	A. C. Gough.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(a) *Manual Arts and Trades and Industries*—Continued.

Location.	Institution.	Director.
ILLINOIS.		
Carbondale.....	Southern Illinois State Normal University.....	Louis C. Petersen.
Charleston.....	State Normal School.....	L. F. Ashley.
Chicago.....	Lewis Institute, Madison and Robey Streets.....	C. E. Hoyt.
Do.....	do.....	G. A. Ross.
Do.....	University of Chicago.....	Emory T. Flibbey.
Do.....	Chicago Normal College.....	Oscar L. McMurry.
Do.....	Francis W. Parker School.....	Leonard W. Wahlstrom.
Do.....	Chicago Technical College.....	Charles W. Morey.
Decatur.....	James Millikin University.....	L. M. Cole.
DeKalb.....	State Normal School.....	Clyan H. Hall.
Macomb.....	do.....	E. Wayne Wetzel.
Mooseheart.....	Mooseheart Vocational and Industrial Institute.....	J. A. Renthaler.
Normal.....	Illinois State Normal University.....	A. C. Newell.
Peoria.....	Bradley Polytechnic Institute.....	Charles A. Bennett.
Do.....	do.....	Albert F. Siepert.
INDIANA.		
Bloomington.....	Indiana State University.....	Edwin A. Lee.
Indianapolis.....	Indiana State University, 1116 Merchants Bank Building.....	George F. Buxton.
La Fayette.....	Purdue University.....	G. L. Roberts.
Muncie.....	State Normal School (branch).....	O. E. Sink.
Terre Haute.....	Indiana State Normal School.....	M. L. Laubach.
IOWA.		
Cedar Falls.....	State Teachers College.....	C. H. Bailey.
Des Moines.....	Des Moines College.....	Thomas McMillan.
Iowa City.....	State University of Iowa (Department of Manual Arts).....	R. E. Wilcox.
Shenandoah.....	Western Normal College.....	F. G. Baker.
KANSAS.		
Emporia.....	State Normal College.....	H. H. Braucher.
Hays.....	Fort Hays Kansas Normal School.....	
Lawrence.....	University of Kansas.....	A. G. Schaad.
Manhattan.....	Kansas State Agricultural College.....	W. W. Carlson.
Pittsburg.....	State Manual Training Normal School.....	A. H. Whitesett.
KENTUCKY.		
Berea.....	Berea College.....	A. E. Gladding.
Do.....	do.....	A. N. May.
Frankfort.....	Kentucky Normal and Industrial Institute (colored).....	G. P. Russell.
Lexington.....	University of Kentucky.....	Frank L. McVey.
Lincoln Ridge.....	Lincoln Institute of Kentucky (colored).....	A. Eugene Thompson.
MAINE.		
Gorham.....	State Normal School.....	Paul H. Smiley.
Orono.....	State Agricultural College.....	Herbert S. Hill.
MARYLAND.		
College Park.....	State College of Agriculture.....	L. A. Emerson.
MASSACHUSETTS.		
Boston.....	Massachusetts Normal Art School.....	J. F. Hopkins.
Do.....	Franklin Union.....	W. B. Russell.
Cambridge.....	Harvard University.....	H. W. Holmes.
Fitchburg.....	State Normal School.....	W. B. Anthony.
MICHIGAN.		
Kalamazoo.....	State Normal School.....	M. J. Sherwood.
Mount Pleasant.....	do.....	O. W. Troutman.
MINNESOTA.		
Mankato.....	State Normal School.....	C. W. Coon.
Minneapolis.....	University of Minnesota.....	G. A. McCarvey.
Moorhead.....	State Normal School.....	J. W. Eck.
St. Cloud.....	do.....	L. A. Williams.
St. Paul.....	Macalester College.....	H. S. Alexander.
Do.....	University of Minnesota (College of Agriculture).....	Geo. M. Brace.
St. Peter.....	Gustavus Adolphus College.....	Harry Hedberg.
Winona.....	State Normal School.....	J. H. Sandt.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(a) *Manual Arts and Trades and Industries*—Continued.

Location.	Institution.	Director.
MISSISSIPPI.		
Starkville.....	Mississippi Agricultural and Mechanical College.	J. V. Bowen.
Do.....	do.....	M. D. Broadfoot.
MISSOURI.		
Columbia.....	University of Missouri.....	James H. Coursant.
Do.....	do.....	L. S. Griffith.
Do.....	do.....	William E. Roberts.
MONTANA.		
Bozeman.....	State College of Agriculture.....	J. M. Hamilton.
Do.....	do.....	B. T. Challender.
NEBRASKA.		
Lincoln.....	University of Nebraska.....	C. A. Fulmer.
NEVADA.		
Reno.....	University of Nevada.....	Walter E. Clark, pres.
NEW HAMPSHIRE.		
Durham.....	State College of Agriculture and Mechanic Arts.....	R. E. Chandler.
Keene.....	State Normal School.....	C. H. C. Dudley
Plymouth.....	do.....	C. A. King.
NEW JERSEY.		
New Brunswick.....	State Agricultural College.....	C. H. Elliott.
Trenton.....	State Normal School.....	C. A. Burt.
NEW MEXICO.		
Albuquerque.....	Public High School.....	John Milne.
East Las Vegas.....	State Normal University.....	C. D. Williams
Silver City.....	State Normal School.....	
NEW YORK.		
Albany.....	State College for Teachers.....	W. H. Douglas.
Alfred.....	Alfred University.....	C. F. Bluns.
Brooklyn.....	Pratt Institute.....	S. S. Edmands.
Buffalo.....	State Normal School.....	Oakley B. Furney.
New York City.....	Teachers College (Columbia University).....	Arthur D. Dean.
Do.....	New York University.....	C. J. Pickett.
Do.....	Hunter College of the City of New York.....	M. C. W. Reid.
Oswego.....	State Normal School.....	Joseph C. Park.
Rochester.....	Extension Class (Buffalo State Normal School).....	Oakley B. Furney.
Do.....	Mechanics Institute.....	James F. Barker.
Syracuse.....	Syracuse University.....	J. R. Sweet.
NORTH CAROLINA.		
Greensboro.....	State Normal College.....	Miss Stephens Corrick.
Raleigh.....	Shaw University (colored).....	G. A. Edwards.
Do.....	St. Augustines School.....	J. W. Holmes.
West Raleigh.....	State College of Agriculture and Engineering.....	T. E. Browne.
NORTH DAKOTA.		
Ellendale.....	State Normal School.....	L. B. Fields.
Fargo.....	North Dakota Agricultural College.....	E. S. Keene.
Grand Forks.....	University of North Dakota.....	V. E. Sayre.
Mayville.....	State Normal School.....	H. F. Butterfield.
Minot.....	do.....	Harland W. Corzina.
Valley City.....	do.....	Frank H. Selden.
OHIO.		
Athens.....	Ohio University.....	G. E. McLaughlin.
Bowling Green.....	State Normal College.....	L. L. Winslow.
Cincinnati.....	University of Cincinnati.....	D. J. MacDonald.
Cleveland.....	Cleveland School of Education.....	A. P. Fletcher.
Columbus.....	Ohio State University.....	Eldon L. Usry.
Dayton.....	St. John Normal School.....	George Deck.
Denware.....	Ohio Wesleyan University.....	W. G. Hornell.
Kent.....	State Normal College.....	Clinton S. Van Deusen.
Oxford.....	Miami University.....	Fred C. Whitcomb.
Toledo.....	Toledo University.....	

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(a) *Manual Arts and Trades and Industries*—Continued.

Location.	Institution.	Director.
OREGON.		
Corvallis.....	Oregon Agricultural College.....	E. D. Ressler.
PENNSYLVANIA.		
Bloomsburg.....	State Normal School.....	C. A. Chrisman.
Edinboro.....	do.....	G. B. Frost.
Indiana.....	do.....	E. M. Jackson.
Lewisburg.....	Bucknell University.....	F. E. Burpee.
Mansfield.....	State Normal School.....	L. S. Green.
Philadelphia.....	Philadelphia Trades School.....	William C. Ashe.
Do.....	Temple University.....	C. E. Carlson.
Do.....	United States Shipping Board, Emergency Fleet Corporation.	Egbert E. MacNary.
Do.....	University of Philadelphia.....	William C. Ashe.
Pittsburgh.....	Carnegie Institute of Technology.....	C. B. Connelley.
Do.....	University of Pittsburgh.....	A. S. Hurrell.
State College.....	Pennsylvania State College.....	A. C. Davis.
Williamson.....	Williamson Trade School.....	James A. Pratt.
PORTO RICO.		
Rio Piedras.....	Normal College.....	
SOUTH CAROLINA.		
Clemson College.....	Clemson College.....	C. S. Doggett.
Columbia.....	University of South Carolina.....	T. A. M. Cook.
Orangeburg.....	Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.	M. F. Whittaker.
Do.....	do.....	R. S. Wilkinson.
Do.....	Clayton University (colored).....	W. W. Wilkins.
TENNESSEE.		
Johnson City.....	East Tennessee State Normal School.....	W. C. Wilson.
Knoxville.....	Knoxville College (colored).....	G. W. Hurd.
Do.....	University of Tennessee.....	
Memphis.....	West Tennessee State Normal School.....	C. H. Wilson.
Murfreesboro.....	Middle Tennessee State Normal School.....	Clark Woodward.
Nashville.....	State Agricultural and Industrial Normal School for Negroes.....	A. M. Moeks.
Do.....	do.....	F. B. Wilson.
Do.....	George Peabody College for Teachers.....	Robert W. Selvidge.
TEXAS.		
Austin.....	University of Texas.....	R. A. Terrill.
Canyon City.....	State Normal College.....	Martin L. Hays.
College Station.....	Agricultural and Mechanical College of Texas.....	H. H. Coxon.
Commerce.....	East Texas State Normal College.....	
Denton.....	College of Industrial Arts.....	
Do.....	North Texas State Normal School.....	Hugo J. P. Vitt.
Huntsville.....	Sam Houston Normal Institute.....	Arthur B. Mays.
Prairie View.....	State Normal and Industrial College (colored).....	T. H. Brittain.
Do.....	do.....	W. P. Terrell.
San Marcos.....	State Normal School.....	F. Fuller.
UTAH.		
Logan.....	State Agricultural College.....	F. S. Harris.
Salt Lake City.....	University of Utah.....	J. H. Tipton.
VIRGINIA.		
Hampton.....	Hampton Normal and Agricultural Institute (colored).....	H. J. DeYarmett.
Do.....	do.....	John H. Jinks.
Williamsburg.....	College of William and Mary.....	R. M. Crawford.
WASHINGTON.		
Bellingham.....	State Normal School.....	A. Gebaroff.
Cheney.....	do.....	F. E. Barr.
Ellensburg.....	do.....	H. J. Whitney.
Seattle.....	University of Washington.....	George H. Jensen.
Do.....	Public School Department.....	R. W. Moore.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(a) *Manual Arts and Trades and Industries*—Continued.

Location.	Institution.	Director.
WEST VIRGINIA.		
Morgantown.....	West Virginia University.....	B. T. Leland
WISCONSIN.		
Madison.....	University of Wisconsin.....	Thomas Diamond.
Menomonie.....	Stout Institute.....	Robert H. Rodgers.
Oshkosh.....	State Normal School.....	Hans W. Schmidt.
WYOMING.		
Laramie.....	University of Wyoming.....	James R. Coxen.

(b) *Agricultural Education.*

This table contains the names of persons reported as in charge of courses for the preparation of special teachers or directors or supervisors of agricultural education.

Location.	Institution.	Director.
Auburn, Ala.....	Alabama Polytechnic Institute.....	W. C. Blasingame.
Tuskegee, Ala.....	Tuskegee Normal and Industrial Institute (colored).	George R. Bridgeforth.
Tucson, Ariz.....	University of Arizona.....	E. B. Mathews.
Fayetteville, Ark.....	University of Arkansas.....	N. A. Murray.
Pine Bluff, Ark.....	Branch Normal College (colored).....	C. B. Wilson.
Berkeley, Cal.....	University of California.....	S. H. Dadisman (acting).
Fresno, Cal.....	State Normal School.....	S. W. Cunningham.
Fort Collins, Colo.....	State Agricultural College.....	C. G. Sargent.
Hesperus, Colo.....	Fort Lewis School of Agriculture, Mechanic and Household Arts.	G. F. Snyder.
Storrs, Conn.....	Connecticut Agricultural College.....	T. H. Eaton.
Newark, Del.....	Delaware College.....	H. T. Ruhl.
Gainesville, Fla.....	University of Florida.....	J. T. Wheeler.
Athens, Ga.....	State College of Agriculture.....	C. B. Wilson.
Moscow, Idaho.....	University of Idaho.....	A. W. Nolan.
Urbana, Ill.....	University of Illinois.....	S. S. Cromer.
Lafayette, Ind.....	Purdue University.....	G. M. Wilson.
Ames, Iowa.....	Iowa State College.....	E. L. Holton.
Manhattan, Kans.....	State Agricultural College.....	
Lexington, Ky.....	University of Kentucky.....	
Baton Rouge, La.....	State University and Agricultural and Mechanical College.	E. J. Mathie.
Orono, Me.....	University of Maine.....	Herbert S. Hill.
College Park, Md.....	Maryland Agricultural College.....	H. F. Cotterman.
Amherst, Mass.....	Massachusetts Agricultural College.....	W. H. Hart.
East Lansing, Mich.....	Michigan Agricultural College.....	W. H. French.
St. Paul, Minn.....	University of Minnesota.....	Ashley V. Storm.
Agricultural College, Miss.....	Mississippi Agricultural and Mechanical College.	F. B. Meadows.
Alcorn, Miss.....	Agricultural and Mechanical College (colored).....	P. S. Bowles.
Columbia, Mo.....	University of Missouri.....	R. H. Emerson.
Bozeman, Mont.....	State College of Agriculture and Mechanic Arts.....	M. J. Abbey.
Lincoln, Nebr.....	University of Nebraska.....	H. E. Bradford.
Reno, Nev.....	University of Nevada.....	
Durham, N. H.....	State College of Agriculture and Mechanic Arts.....	R. E. Chandler.
New Brunswick, N. J.....	Rutgers Scientific School.....	H. O. Sampson.
State College, N. Mex.....	State College of Agriculture and Mechanic Arts.....	J. M. McArthur.
Ithaca, N. Y.....	Cornell University.....	George A. Works.
New York, N. Y.....	Teachers' College, Columbia University.....	
Syracuse, N. Y.....	Syracuse University.....	G. A. Bricker.
West Raleigh, N. C.....	State College of Agriculture and Engineering.....	Leon E. Cook.
Fargo, N. Dak.....	State Agricultural College.....	
Columbus, Ohio.....	Ohio State University.....	W. F. Stewart.
Stillwater, Okla.....	State Agricultural and Mechanical College.....	George Wilson.
Corvallis, Oreg.....	Oregon Agricultural College.....	H. P. Barrows.
State College, Pa.....	Pennsylvania State College.....	T. I. Mairs.
Kingston, R. I.....	Rhode Island State College.....	
Clemson College, S. C.....	Clemson Agricultural College.....	Verd Peterson.
Brookings, S. Dak.....	State College of Agriculture and Mechanic Arts.....	E. D. Stivers.
Knoxville, Tenn.....	University of Tennessee.....	H. A. Morgan.
College Station, Tex.....	Agricultural and Mechanical College of Texas.....	M. L. Hayes.
Logan, Utah.....	Agricultural College of Utah.....	
Burlington, Vt.....	University of Vermont.....	F. B. Jenks.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(b) *Agricultural Education*—Continued.

Location.	Institution.	Director.
Blacksburg, Va.....	Virginia Agricultural and Mechanical College and Polytechnic Institute.	T. D. Eason.
Hampton, Va.....	Hampton Normal and Agricultural Institute (colored).	C. K. Graham.
Pullman, Wash.....	State College of Washington.....	H. M. Skidmore.
Morgantown, W. Va.....	West Virginia University.....	C. H. Winkler.
Madison, Wis.....	University of Wisconsin.....	J. A. James.
Laramie, Wyo.....	University of Wyoming.....	

(c) *Home economics.*

This table contains the names of persons reported by the institutions designated as in charge of courses for the preparation of special teachers of home economics.

STATE NORMAL SCHOOLS.

Location.	Institution.	Director.
ALABAMA.		
Florence.....	State Normal School.....	Corinne Neely.
ARIZONA.		
Flagstaff.....	Northern Arizona Normal School.....	Elizabeth Ryan.
Tempe.....	Tempe Normal School of Arizona.....	Wm. E. Dezell.
ARKANSAS.		
Conway.....	State Normal School.....	Jessie Bourns.
CALIFORNIA.		
Chico.....	do.....	Sadie E. Stark.
Fresno.....	do.....	Mrs. Blanche W. Tait.
Los Angeles.....	do.....	Letitia Weer.
San Diego.....	do.....	Mrs. A. H. Coldwell.
San Francisco.....	do.....	Alice Spellman.
San Jose.....	do.....	Helen Mignon.
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.	Nell A. Miller.
COLORADO.		
Gunnison.....	State Normal School.....	Faith E. Kndos.
GEORGIA.		
Athens.....	do.....	Edna M. Randall.
Milledgeville.....	Georgia Normal and Industrial College.....	Eda Lord Murphy.
Valdosta.....	Georgia State Normal College.....	Julia Robertson.
HAWAII.		
Honolulu.....	Territorial Normal School.....	Mrs. Jane Otrumba.
IDAHO.		
Lewiston.....	State Normal School.....	Ruth Faubus.
ILLINOIS.		
Carbondale.....	Southern Illinois Normal University.....	Grace Jones.
De Kalb.....	Northern Illinois State Normal School.....	Ines Boyce.
Macomb.....	Western Illinois State Normal School.....	Eva Colby.
Normal.....	Illinois State Normal University.....	Cora I. Davis.
INDIANA.		
Terre Haute.....	State Normal School.....	Iva Rhyan.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(c) *Home economics*—Continued.

STATE NORMAL SCHOOLS—continued.

Location.	Institution.	Director.
KANSAS.		
Emporia.....	do.....	Elizabeth Beye.
Hays.....	Fort Hays, Kan., Normal School.....	Elizabeth J. Agnew.
Pittsburg.....	State Manual Training Normal School.....	Alba Baies.
KENTUCKY.		
Bowling Green.....	Western State Normal School.....	Iva Scott.
Richmond.....	Eastern State Normal School.....	Anna Lee Davis.
LOUISIANA.		
Natchitoches.....	State Normal School.....	Margaret W. Weeks.
MAINE.		
Farmington.....	do.....	Bernardine Cooney.
MASSACHUSETTS.		
Framingham.....	State Normal School.....	Louis A. Nicholas.
MICHIGAN.		
Kalamazoo.....	Western State Normal School.....	Mary Moore.
Marquette.....	Northern State Normal School.....	Della McCallum.
Ypsilanti.....	State Normal School.....	Mrs. Martha H. French.
MINNESOTA.		
Duluth.....	do.....	Florence Aiken.
Moorhead.....	do.....	Martha L. Metcalf.
St. Cloud.....	do.....	M. L. Giddings.
Winona.....	do.....	Harriet Folger.
MISSISSIPPI.		
Hattiesburg.....	Mississippi Normal College.....	Alice C. Tolbert.
MISSOURI.		
Cape Girardeau.....	State Normal School.....	Regina Friant.
Kirkville.....	do.....	Bess Naylor.
Marysville.....	do.....	Hettie M. Anthony.
Springfield.....	do.....	Adah Lewis.
Warrensburg.....	do.....	Nina Streeter.
MONTANA.		
Dillon.....	do.....	Eureka Nitzkowski.
NEBRASKA.		
Chadron.....	do.....	Ethel Delzell.
Kearney.....	do.....	Marion W. Wellers.
Peru.....	do.....	Marne A. Mullen.
Wayne.....	do.....	Agnes Finnigan.
NEW HAMPSHIRE.		
Plymouth.....	do.....	Mabelle Houghton.
NEW JERSEY.		
Trenton.....	do.....	Bernice C. Reaney.
NEW MEXICO.		
East Las Vegas.....	New Mexico Normal University.....	Bess Chappell.
Silver City.....	New Mexico Normal School.....	Myrtle D. Dean.
NEW YORK.		
Buffalo.....	State Normal School.....	Heien Coombs.

XXIV.—VOCATIONAL EDUCATION—Continued.

2. DIRECTORS OF TEACHER-TRAINING COURSES—Continued.

(c) *Home economics*—Continued.

STATE NORMAL SCHOOLS—continued.

Location.	Institution.	Director.
NORTH CAROLINA.		
Greensboro.....	State Normal and Industrial College.....	Minnie L. Jamison.
NORTH DAKOTA.		
Elendale.....	State Normal and Industrial School.....	Tilda R. Natwick.
Valley City.....	State Normal School.....	Fannie Sly.
OHIO.		
Athens.....	State Normal College.....	Mary Tough.
Bowling Green.....	do.....	Mary T. Chapin.
Kent.....	do.....	Bertha Louise Nixon.
Oxford.....	Teachers' College Miami University.....	Martha J. Hanna.
OKLAHOMA.		
Alva.....	Northwestern State Normal School.....	Sarah Cromley.
Durant.....	Southeastern State Normal School.....	Hallie McKinley.
PENNSYLVANIA.		
Clarion.....	State Normal School.....	Sara E. Nolin.
Indiana.....	do.....	Belle N. Rogers.
Lock Haven.....	Central State Normal School.....	Grace E. Rich.
Mansfield.....	State Normal School.....	Olive Stryker.
SOUTH CAROLINA.		
Rock Hill.....	Winthrop Normal and Industrial College.....	Edna Colth.
SOUTH DAKOTA.		
Aberdeen.....	Northern Normal and Industrial School.....	Ida L. Brooks.
TENNESSEE.		
Johnson City.....	East Tennessee State Normal School.....	Ada Lou Hornsby.
Memphis.....	West Tennessee State Normal School.....	Helen Buguo.
Murfreesboro.....	Middle Tennessee State Nor School.....	Maude Parlin.
TEXAS.		
Canyon.....	West Texas State Normal College.....	Christine N. South.
Denton.....	North Texas State Normal College.....	Jessie Rambo.
Huntsville.....	Sam Houston Normal Institute.....	Jessie Harris.
San Marcos.....	Southwest Texas State Normal School.....	Mrs. C. S. Smith.
VIRGINIA.		
East Radford.....	State Normal School for Women.....	M. Ledge Moffett.
Farmville.....	do.....	Lulu V. Walker.
Fredericksburg.....	State Normal and Industrial School for Women.....	Epsie Campbell.
Harrisonburg.....	do.....	S. Frances Sale.
WASHINGTON.		
Bellingham.....	State Normal School.....	Sarah S. Ormsby.
Ellensburg.....	do.....	Dorothy McFarlane.
WISCONSIN.		
Menomonie.....	Stout Institute.....	Daisy Kugel.
Stevens Point.....	State Normal School.....	Beattie M. Allen.

XXIV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT.

It is intended to include in this list those schools, public and private, which offer one or more day courses which prepare students, male or female, for the mechanical trades and industries, by teaching the technic of the occupation in whole or in part, with the expectation that the training given in such course shall serve to shorten the usual period of learning or apprenticeship in the occupation.

This expectation should be justified by the provision of conditions which look definitely toward this end, and should include at least the following: (a) The students should spend not less than 10 hours (60 minutes each) per week in the practical shopwork or other technical processes of the occupation; and (b) the instructor should have had practical experience as a wage earner in the occupation for which he is giving instruction.

Location.	Institution.	Director.
ALABAMA.		
Birmingham.....	Central High School.....	J. O. Steendahl.
Tuskegee.....	Tuskegee Normal and Industrial Institute (colored), men.	Robert R. Taylor.
Do.....	Tuskegee Normal and Industrial Institute (colored), women.	Mrs. Booker T. Washington.
ARIZONA.		
Miami.....	Public High School.....	H. E. Hendrix.
Phoenix.....	Phoenix Union High School.....	Isadore Colodny.
Tempe.....	Tempe Normal School of Arizona.....	A. B. Clark.
Winslow.....	Public High School.....	
ARKANSAS.		
Fayetteville.....	University of Arkansas.....	J. C. Futrall.
Searcy.....	Galloway College.....	J. M. Williams.
Spiegelville.....	New Subiaco Seminary.....	Ignatius Conrad.
CALIFORNIA.		
Alameda.....	Public High School.....	J. E. Carpenter.
Fresno.....	Fresno High School and Junior College.....	W. O. Smith.
Los Angeles.....	Hollywood High School.....	W. H. Snyder.
Do.....	Polytechnic High School.....	W. A. Dunn.
Do.....	Jefferson High School.....	Theo. Fulton.
Do.....	Lincoln High School.....	Ethel Percy Andrus.
Do.....	Manual Arts High School.....	A. E. Wilson.
Do.....	Boyle Heights Intermediate School.....	B. W. Reed.
Do.....	Fourteenth Street Intermediate School.....	Frank A. Boualle.
San Francisco.....	The California School of Mechanical Arts.....	George A. Merrill.
Do.....	Wilmerding School of Industrial Arts.....	Do.
Do.....	Lux School of Industrial Training (girls).....	Theresa M. Otto.
Do.....	Heald's Engineering School.....	W. L. Butler.
Stockton.....	Public High School.....	F. R. Love.
COLORADO.		
Denver.....	School of Trades.....	W. C. Borst.
Hesperus.....	Fort Lewis School of Agriculture, Mechanic and Household Arts.	G. F. Snyder.
CONNECTICUT.		
Bridgeport.....	State Trade Education Shop.....	Herbert J. Hanson.
Danbury.....	State Trade School.....	George W. Buck.
New Britain.....	Vocational High School, Trade Instruction Department.	Everett D. Packard.
New Haven.....	Boardman Apprentice Shops.....	Frank R. Lawrence (acting).
Putnam.....	State Trade Education Shop.....	A. S. Boynton.
South Manchester.....	do.....	James C. Tucker.
Torrington.....	State Trade School.....	
Waterbury.....	Vocational High School.....	Harrison S. Allen.
GEORGIA.		
Brunswick.....	Selden Normal and Industrial Institute.....	H. A. Bleach.
Columbus.....	Industrial High School.....	Jas. W. Bagby.
Forsyth.....	Normal and Industrial School.....	Wm. M. Hubbard.
Fort Valley.....	Public High and Industrial School.....	H. A. Hunt.
Industrial College.....	Georgia State Industrial College.....	L. B. Thompson.
Savannah.....	Public High School.....	J. McCreary.
IDAHO.		
Boise.....	Public High School.....	Oliver O. Young.
Pocatello.....	do.....	Cyril J. Gardner.
ILLINOIS.		
Chicago.....	Lane Technical High School.....	William J. Bogan.
Do.....	Harrison Technical High School.....	Frank L. Morse.
Do.....	Crane Technical High School.....	William J. Bartholm.
Do.....	Flower Technical High School.....	Dora Wells.
Do.....	School for Apprentices, Lakeside Press.....	E. E. Sheldon.

XXIV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
ILLINOIS—continued.		
Decatur.....	Public High School.....	G. C. Kershner.
Elgin.....	do.....	W. I. Goble.
Galesburg.....	do.....	G. H. Bridge.
Moline.....	Moline Manual Arts School.....	Henry P. Corbin.
Peoria.....	Bradley Polytechnic Institute.....	Charles A. Bennett.
Do.....	Manual Training High School.....	W. W. Brown.
Rockford.....	Public High School.....	Thomas Bjorge.
Do.....	Rockford School of Engineering.....	H. A. Ta'cir.
INDIANA.		
Evansville.....	Central High School.....	John H. Peters.
Do.....	Public High School.....	Do.
Fort Wayne.....	Fort Wayne Vocational School.....	Walter E. Gordon.
Do.....	Vocational High School.....	Do.
Indianapolis.....	Arsenal Technical Schools.....	M. H. Stuart.
Richmond.....	Public High School.....	Philip C. Molter.
South Bend.....	Vocational School.....	H. M. Appleman.
Terre Haute.....	Vocational School for Men and Boys.....	Herbert Briggs.
Do.....	Girls' Vocational School.....	Do.
IOWA.		
Des Moines.....	Public High School.....	R. C. Woolman.
Sioux City.....	do.....	S. H. Wood.
KANSAS.		
Pittsburg.....	State Manual Training Normal College.....	A. H. Whitesitt.
KENTUCKY.		
Louisville.....	Vocational School.....	Ethel M. Lovell.
LOUISIANA.		
New Orleans.....	Isidore Newman Manual Training School.....	J. W. Curtis.
Do.....	Francis T. Nicholls Industrial School for Girls.....	Miss Rita Johnson.
Ruston.....	Louisiana Industrial Institute.....	J. B. Keany.
MAINE.		
Auburn.....	Shoe and Leather Night School.....	H. H. Randall.
Portland.....	Public High School.....	Stephen E. Patrick.
Rumford.....	Stephens High School.....	Garold G. Noyes.
MARYLAND.		
Hagerstown.....	Trades School for Boys.....	H. M. Lipsey.
Do.....	Industrial School for Boys (colored).....	Benjamin Smith.
Do.....	Industrial School for Girls (colored).....	Hattie Newman.
MASSACHUSETTS.		
Boston.....	Franklin Union.....	Walter B. Russell.
Do.....	North Bennet Street Industrial School.....	George C. Giesner.
Do.....	Wentworth Institute.....	Arthur L. Williston.
<i>Day industrial schools.</i>		
Beverly.....	Industrial School for Boys.....	Edgar A. Winters.
Boston.....	Trade School for Boys.....	William C. Crawford.
Do.....	Trade School for Girls.....	Florence E. Leadbetter.
Cambridge.....	Girls' Trade School.....	Maude A. Deehan.
Fall River.....	Diman Industrial School (boys).....	Hector L. Belisle.
Holyoke.....	Vocational School (boys).....	Russell B. Leonard.
Lowell.....	do.....	Thomas F. Fisher.
New Bedford.....	Industrial School (boys).....	Arthur S. Allen.
Newton.....	Vocational School (boys).....	Michael W. Murray.
Northampton.....	Smith's Agricultural School and Northampton School of Industries.....	Herbert N. Loomis.
Quincy.....	Industrial School (boys).....	J. Gould Spofford.
Somerville.....	Vocational School for Boys.....	Harry L. Jones.
Springfield.....	do.....	George A. Burridge (acting).
Westfield.....	Trade School (boys).....	Burton A. Prince.
Worcester.....	do.....	Albert J. Jameson.
Do.....	Girls' Trade School.....	Helen R. Hildreth.

XXIV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
MICHIGAN.		
Cadillac.....	Public High School.....	Harlan A. Colburn.
Calumet.....	Public Vocational School.....	Harold Diemer.
Detroit.....	Cass Technical High School.....	E. G. Allen.
Grand Rapids.....	Junior High School.....	C. F. Switzer.
Iron Mountain.....	Public High School.....	Guy Howley.
Muskegon.....	Hackley Manual Training School.....	J. D. Bicknell.
Saginaw E. S.....	East Side Manual Training School.....	Howard Hollenbach.
Saginaw W. S.....	Arthur Hill Trade School.....	Chas. A. Hach.
MINNESOTA.		
Eveleth.....	Junior and Senior High Schools.....	Harry Lyons.
Minneapolis.....	Central High School.....	C. A. Zuppann.
Do.....	Girls' Vocational High School.....	Elizabeth M. Fish.
Do.....	The Dunwoody Institute.....	H. W. Kavel.
MISSOURI.		
Kansas City.....	Lathrop School of Mechanical Trades.....	Mr G. Burton.
Do.....	Lincoln High School.....	W. T. White.
Do.....	Jane Hayes Gates Institute.....	Helen Gleason.
St. Joseph.....	Boys' Vocational School.....	Ralph W. Polk.
St. Louis.....	Central High School.....	Chester B. Curtis.
Do.....	David Ranken, Jr., School of Mechanical Trades.....	Lewis Gustafson.
MONTANA.		
Glendive.....	Dawson County High School.....	R. L. Hunt.
Great Falls.....	Public High School.....	W. S. Tucker.
Kalispell.....	Flathead County High School.....	F. O. Randall.
NEBRASKA.		
Fremont.....	Public High School.....	L. C. Wicks.
Omaha.....	High School of Commerce.....	Dwight E. Porter.
NEVADA.		
Stewart.....	Stewart Institute (Government Indian School).	Thomas M. English.
NEW HAMPSHIRE.		
Claremont.....	Stevens High School.....	W. A. Pierce.
Concord.....	Public High School.....	Raymond P. Gilman.
Exeter.....	do.....	Ralph H. Bissell.
Milford.....	do.....	Roy Kimball.
Nashua.....	Quincy Street School.....	Ernest W. Beck.
NEW JERSEY.		
Atlantic City.....	State Aided Departments.....	Sylvester Pelton.
Bayonne.....	Bayonne Vocational School.....	Merritt W. Haynes.
Bloomfield.....	Essex County Vocational School for Girls.....	Robert O. Beebe.
Bordentown.....	New Jersey Manual Training and Industrial School for Colored Youth.....	W. R. Valentine.
Cape May C. H.....	Cape May County Vocational School.....	Aaron W. Hand.
Franklin.....	Franklin Vocational School.....	Stephen M. Case.
Hoboken.....	Hoboken Industrial School.....	E. G. Traua.
Jersey City.....	Vocational Department, Public Elementary Schools.....	Ernest B. Kent.
Do.....	Vocational Department, School No. 24, Virginia Avenue.....	H. D. White.
Do.....	Vocational Department, School No. 25, Zabriskie Street.....	A. O. Moncrief.
Do.....	Vocational Department, School No. 32, Coles Street.....	W. A. Messier.
Do.....	William L. Dickinson High School, Technical and Industrial Department.....	Frank E. Mathewson.
Newark.....	Boys' Vocational School.....	James E. Dougan.
Do.....	Central Commercial and Manual Training High School.....	William Wiener.
Do.....	Newark Technical School.....	Daniel R. Hodgdon.
Do.....	Girls' Vocational School.....	Griselda Ellis.
Do.....	Fawcett School of Industrial Arts.....	Cephas I. Shirley.
New Brunswick.....	Middlesex County Vocational Schools.....	C. E. Earsli.
Minnetola.....	Atlantic County Vocational School of Agriculture.....	Francis G. Stockbridge.
Orange.....	Central Grammar School (Boys' Vocational Department.).....	Frank Coulter.
Do.....	Central Grammar School (Girls' Vocational Department.).....	Florine Welch.
Do.....	Central Vocational School.....	Stanley C. Duke.
Patb Amboy.....	Middlesex County Vocational School No. 1.....	Floyd E. Stein.

XXIV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
NEW JERSEY—contd.		
Perth Amboy.....	Middlesex County Vocational School No. 2.....	John M. Shoe.
Trenton.....	State School of Industrial Arts.....	Frank F. Frederick.
West Orange.....	Essex County Vocational School for Boys.....	Robert O. Beebe.
NEW YORK.		
Albany.....	Albany Vocational School.....	
Brooklyn.....	Pratt Institute.....	S. S. Edmonds.
Do.....	Brooklyn Vocational School.....	
Buffalo.....	Black Rock Vocational School.....	Samuel King.
Do.....	Elm Vocational School.....	William B. Kamprath.
Do.....	Peckham Vocational School.....	William W. Miller.
Do.....	Seneca Vocational School.....	Elmer S. Pierce.
Elmira.....	Elmira Vocational School.....	Clifford McNaught.
Gloversville.....	Gloversville Vocational School.....	
Jamestown.....	Jamestown Vocational School.....	
Mount Vernon.....	Mount Vernon Vocational School.....	Hugh Stewart.
New York City.....	Murray Hill Vocational School.....	George J. Loewy.
Do.....	Baron de Hirsch Trade School.....	J. E. G. Yalden.
Do.....	Boys' Vocational School.....	C. J. Pickett.
Do.....	Cooper Union.....	Charles R. Richards.
Do.....	Hebrew Technical Institute (boys).....	E. S. Barney.
Do.....	Manhattan Trade School for Girls.....	Fred E. Emmons.
Do.....	Mechanics' Institute.....	Louis Rouillion.
Do.....	New York Trades School.....	Harry V. Brill.
Rochester.....	Rochester Shop School.....	V. A. Bird.
Do.....	Washington Junior High School Vocational School.....	Do.
Do.....	Madison Park Vocational School.....	Mary E. Buckley.
Troy.....	Troy Vocational School.....	F. H. Brown.
Yonkers.....	Saunders Trades School.....	Joseph J. Eaton.
NORTH CAROLINA.		
Durham.....	Public High School.....	F. H. Hallinbech.
OHIO.		
Akron.....	Manual Training Courses, Central High School.....	L. W. Mackinnon.
Do.....	Manual Training Courses, South High School.....	C. J. Bowman.
Do.....	Manual Training Courses, West High School.....	E. L. Martin.
Do.....	Jennings School.....	H. R. Smith.
Alliance.....	Public High School.....	W. P. Plouts.
Cleveland.....	East Technical High School.....	Charles H. Laka.
Do.....	West Technical High School.....	E. W. Roshart.
Columbus.....	Columbus Trades School.....	J. C. Hambleton.
Elyria.....	Public High Schools.....	F. M. Shelton.
Fremont.....	do.....	E. W. Meyers.
Galion.....	do.....	D. E. Shaffer.
Ironton.....	do.....	C. E. McCorkle.
Piqua.....	do.....	R. M. Franz.
OKLAHOMA.		
Muskogee.....	Central High School.....	C. E. Paul.
OREGON.		
Enterprise.....	Public High School.....	R. D. McCully.
Eugene.....	do.....	Fred Chess.
Grants Pass.....	do.....	H. H. Wardry.
Penitlenon.....	do.....	H. E. Inlow.
Portland.....	Benson Technical High School.....	Charles E. Cleveland.
Do.....	Franklin High School.....	J. R. Byrnhold.
Do.....	Girls' Polytechnic School.....	Anna E. Arnold.
Salem.....	Salem Senior High School.....	E. E. Bergman.
The Dalles.....	Public High School.....	H. L. Miller.
Woodburn.....	do.....	S. R. Close.
PENNSYLVANIA.		
Allentown.....	Public High School.....	Nelson A. Butz.
Bethlehem.....	do.....	Stanley A. Zweifel.
Do.....	South Side High School.....	James R. Barton.
Dickson.....	Public High School.....	Margaret Hayes.
Easton.....	do.....	H. A. Albright.
Ellsworth.....	Ellsworth-Cokeburg Cooperative Industrial School.....	Samuel Clark.
Eric.....	Central High School.....	E. L. Bowman.
Hazleton.....	Green Street School.....	Gary Roddy.
Homestead.....	C. M. Schwab Industrial School.....	Rodney S. Brack.

XXIV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
PENNSYLVANIA—contd.		
Johnstown.....	Johnstown Vocational School.....	Arthur F. Payne.
Lancaster.....	Thaddeus Stevens Industrial School.....	William Mellor.
Lebanon.....	Public High School.....	I. C. White.
Locust Gap.....	Mount Carmel Township Vocational School.....	F. L. Donohoe.
New Kensington.....	Public High School.....	J. A. Miller.
Philadelphia.....	Franklin Institute of Mechanic Arts.....	William H. Thorne.
Do.....	Philadelphia Trades School.....	William C. Ash.
Do.....	Philadelphia Textile School.....	E. W. France.
Pittsburgh.....	Carnegie Institute of Technology, School of Applied Industries.....	Clifford B. Connelley.
Do.....	Margaret Morrison Carnegie School.....	Mary B. Breed.
Reading.....	Cedar Street Industrial School.....	J. Lehn Kreider.
Scranton.....	The O. S. Johnson School.....	Robert B. Keller.
Washington.....	Public High School.....	George C. Donson.
Williamson.....	Williamson Free School of Mechanical Trades.....	Harry S. Bitting.
Wilmerding.....	Trades School for Boys.....	J. A. Broadhead.
York.....	Public High School.....	Lewis G. Crater.
PORTO RICO.		
San Juan.....	San Juan Technical and Vocational School.....	Herman Hjorth.
RHODE ISLAND.		
Providence.....	Technical High School.....	Frederic W. Putnam.
Do.....	Rhode Island School of Design.....	E. G. Radeke.
SOUTH DAKOTA.		
Sioux Falls.....	Public High School.....	Paul W. Gawne.
TENNESSEE.		
Memphis.....	Memphis Vocational School.....	John W. Curtis.
TEXAS.		
Arlington.....	Grubbs Vocational College.....	Frank P. Hall.
Austin.....	Texas School for the Blind.....	E. E. Bramletta.
Corsicana.....	Fred Douglas High School.....	G. W. Jackson.
El Paso.....	Public High School.....	W. A. Burk.
Port Arthur.....	do.....	T. A. Butler.
San Antonio.....	Douglass High School.....	Thos. P. Holley.
Do.....	Main Avenue High School.....	H. H. Ryan.
VIRGINIA.		
Hampton.....	Hampton Institute, Trades School (colored).....	H. J. DeYarmett.
Richmond.....	Virginia Mechanics Institute.....	Frank W. Duke.
WASHINGTON.		
Everett.....	Public High School, Vocational School.....	A. A. Kester.
Pullman.....	State College.....	Frank O. Kreager.
Seattle.....	Broadway High School.....	H. W. Mulholland.
Do.....	Queen Anne High School.....	Charles McMabney.
Do.....	Seattle Engineering School (Inc.).....	S. V. Bryant.
Spokane.....	Public High School.....	William Shimmmin.
Do.....	North Central High School.....	A. H. Benefiel.
Do.....	Modern Automobile Schools.....	C. H. Messer.
Do.....	The Lewis and Clark High School.....	Claude N. Cross.
Tacoma.....	Lincoln High School.....	Charles T. Miller.
WEST VIRGINIA.		
Institute.....	West Virginia Collegiate Institute (colored).....	Byrd Prillerman.
WISCONSIN.		
Menomonie.....	Stout Institute.....	L. D. Harvey.
Milwaukee.....	Boys' Technical High School.....	James A. Cox.
Do.....	Trades School for Girls.....	Ora Blanchard.
Appleton.....	Vocational School.....	William F. Faulkes.
Beaver Dam.....	do.....	John Lund.
Beloit.....	do.....	A. G. McCreary.
Chippewa Falls.....	do.....	A. B. Curtis.
Cudahy.....	do.....	William Rasche.
Eau Claire.....	do.....	Charles Beardale.
Fond du Lac.....	do.....	F. L. McAlear.
Grand Rapids.....	do.....	E. L. Haynes.
Green Bay.....	do.....	H. G. Stewes.

EXIV.—VOCATIONAL EDUCATION—Continued.

3. DIRECTORS OF SCHOOLS IN WHICH TRADES ARE TAUGHT—Continued.

Location.	Institution.	Director.
WISCONSIN—continued.		
Janesville.....	Vocational School.....	C. F. Hm.
Kenosha.....	do.....	E. F. Randall.
La Crosse.....	do.....	John B. Coleman.
Madison.....	do.....	A. W. Shemers.
Manitowoc.....	do.....	W. F. Weisend.
Marinette.....	do.....	J. B. Fuitts.
Marshfield.....	do.....	Roy J. Carver.
Menasha.....	do.....	S. E. Crockett.
Menomonie.....	do.....	Fred Curran.
Milwaukee.....	do.....	R. L. Cooley.
Neenah.....	do.....	Carl Christenson.
Oshkosh.....	do.....	L. P. Whitcomb.
Racine.....	do.....	T. S. Reese.
Rhineland.....	do.....	W. P. Colburn.
Sheboygan.....	do.....	L. R. Evans.
South Milwaukee.....	do.....	Elsie Sydow.
Stevens Point.....	do.....	G. H. Ehart.
Superior.....	do.....	J. W. Paul.
Two Rivers.....	do.....	W. T. Darling.
Wausau.....	do.....	C. O. Mulder.
Waukesha.....	do.....	G. F. Loomis.
West Allis.....	do.....	L. A. Crocker.
WYOMING.		
Douglas.....	Converse County High School.....	O. C. Swering.
Lander.....	Fremont County Vocational High School.....	J. A. Raitt.

4. DIRECTORS OF TRADE CONTINUATION SCHOOLS.

It is intended to include in this list those schools, public and private, which offer one or more courses day or evening, for the benefit of students, male or female, who seek, by means of these courses, to prepare themselves for useful employment or for promotion in their present employment, including schools offering cooperative or part-time classes, in which employed persons attend school a certain number of hours per week during working hours, or alternate between school and employment.

Location.	Institution.	Director.
ARIZONA.		
Phoenix.....	Union High School.....	Isadore Colodny.
Winslow.....	Continuation School.....	Clara L. Alden.
CALIFORNIA.		
Los Angeles.....	Jefferson High School.....	Theo. Fulton.
Los Angeles.....	Lincoln High School.....	Ethel Percy Andrus.
Stockton.....	Public Evening High School.....	Noel H. Garrison.
COLORADO.		
Denver.....	Evening Vocational High School.....	John B. Garvin.
CONNECTICUT.		
Hartford.....	Continuation School.....	William C. Holden.
New Britain.....	Vocational High School.....	Everett D. Packard.
New Haven.....	Boardman Apprentice Shops.....	Frank R. Lawrence.
Putnam.....	Putnam Trade School.....	A. S. Boynton.
Putnam.....	Public High School.....	Edward H. Snow.
Southington.....	Continuation School.....	R. D. McCormier.
Waterbury.....	do.....	J. D. MacDonald.
Waterbury.....	Continuation School for Machine-Shop Apprentices.	John J. O'Connell.
DISTRICT OF COLUMBIA.		
Washington.....	Central High School.....	E. W. Lawrence.
GEORGIA.		
Savannah.....	Public High School.....	Charles M. Gray.
IDAHO.		
Pocatello.....	Public High School (cooperative course).....	Walter E. Siders.

XXIV.—VOCATIONAL EDUCATION—Continued.

4. DIRECTORS OF TRADE CONTINUATION SCHOOLS—Continued.

Location.	Institution.	Director.
ILLINOIS.		
Chicago.....	Commercial Continuation School, 210 West Wash Avenue.	William A. Allen.
Do.....	Lane Technical High School.....	William J. Bogan.
Do.....	Harrison Technical High School.....	Frank L. Morse.
Do.....	Crane Technical High School.....	William J. Bartholtz.
La Salle.....	La Salle-Peru Township High School.....	T. J. McCormack.
Moline.....	Continuation School.....	Truman N. Jones.
Rockford.....	do.....	H. A. Taveira.
INDIANA.		
Evansville.....	Central High School.....	John H. Peters.
Do.....	Public Evening High School.....	John Peters.
Fort Wayne.....	Fort Wayne Vocational School.....	Walter E. Gordon.
Do.....	Continuation School.....	Do.
Richmond.....	Public High School.....	Philip C. Molter.
South Bend.....	Continuation School.....	H. M. Appleman.
Terre Haute.....	Vocational School for Men and Boys.....	Herbert Briggs.
KENTUCKY.		
Louisville.....	Continuation School for Girls.....	Ethel M. Lovell.
LOUISIANA.		
New Orleans.....	T. T. Nicholls Industrial School for Girls.....	Rita Johnson.
MAINE.		
Auburn.....	Shoe and Leather Night School.....	H. H. Randall.
Bath.....	Bailey Industrial Evening School.....	Charles H. Watson.
Portland.....	Public High School.....	Stephen E. Patrick.
MARYLAND.		
Frederick.....	Night School for Boys.....	Roger Harley.
Do.....	Night School for Girls.....	Edith Thomas.
MASSACHUSETTS.		
Attleboro.....	Evening Industrial School (men).....	Lewis A. Pales.
Beverly.....	do.....	Edgar A. Winters.
Boston.....	Continuation School.....	Owen D. Evans.
Do.....	Evening Trade School (men).....	William C. Crawford.
Do.....	North Bennet Street Industrial School.....	George C. Greener.
Do.....	Trade School for Girls.....	Florence E. Leadbetter.
Cambridge.....	Evening Industrial School (men).....	Charles M. Herlihy.
Chicopee.....	do.....	John C. Gray.
Everett.....	do.....	J. Henry Clegg.
Fall River.....	do.....	Hector L. Beiste.
Framingham.....	do.....	Ernest W. Fellows.
Holyoke.....	Evening Vocational School (men).....	Russell B. Leonard.
Lawrence.....	Evening Industrial School (men).....	Timothy J. Doyle.
Lowell.....	Evening Vocational School (men).....	Thomas F. Fisher.
New Bedford.....	Evening Industrial School (men).....	Arthur S. Allen.
Newton.....	Evening Vocational School (men).....	Michael W. Murray.
North Attleboro.....	Evening Industrial School (men).....	Robert J. Fuller.
Quincy.....	do.....	Albert J. Barbour.
Somerville.....	Evening Vocational School (men).....	Harry L. Jones.
Springfield.....	do.....	George A. Burridge (acting).
Taunton.....	Evening Industrial School (men).....	Henry W. Harrub.
Waltham.....	do.....	William D. Parkinson.
Westfield.....	Evening Trade School (men).....	Burton A. Prince.
Worcester.....	do.....	Albert J. Jameson.
MICHIGAN.		
Calumet.....	Public Vocational School.....	Harold Diemer.
Detroit.....	Cass Technical High Continuation School.....	E. G. Allen.
Kalamazoo.....	Continuation School.....	C. G. Wenzel.
Lansing.....	Vocational Cooperative Course, Public High School.....	E. M. Hall.
Do.....	Public High School (cooperative course).....	Do.
Saginaw West Side.....	Arthur Hill Trade School.....	Charles A. Hoch.
MINNESOTA.		
Minneapolis.....	Central High School.....	C. A. Zuppsam.
Do.....	Dunwoody Institute School.....	H. W. Kavel.

XXIV.—VOCATIONAL EDUCATION—Continued.

4. DIRECTORS OF TRADE CONTINUATION SCHOOLS—Continued.

Location.	Institution.	Director.
MISSOURI.		
Kansas City.....	Lincoln High School.....	W. T. White.
Do.....	Jane Hayes Gates Institute.....	Helen Gleason.
St. Louis.....	Central High School.....	Chester B. Curtis.
MONTANA.		
Kalispell.....	Flathead County High School.....	F. O. Randall.
NEW HAMPSHIRE.		
Berlin.....	Burgess Memorial School.....	H. L. Moore.
NEW JERSEY.		
Bloomfield.....	Essex County Vocational School for Girls.....	Robert O. Beebe.
Newark.....	Bergen Street Evening High School.....	Morris Bamberger.
Do.....	East Side Evening High School.....	Eli Pickwick, Jr.
Do.....	Evening Vocational School.....	James E. Dougan.
Do.....	Girls' Vocational School.....	Mildred E. Dallet.
Do.....	Newark Technical School.....	Daniel R. Hodgdon.
Minotola.....	Atlantic County Vocational School of Agriculture.....	Francis G. Stockbridge.
Faterson.....	Public High School (cooperative course).....	W. H. Kortright.
Do.....	Public Evening High School.....	John Shute.
Perth Amboy.....	Middlesex County Evening Vocational School No. 2.....	John M. Shoe.
West Orange.....	Essex County Vocational School.....	Robert O. Beebe.
NORTH CAROLINA.		
Durham.....	Public High School.....	Maude F. Rogers.
OHIO.		
Bucyrus.....	Part Time School.....	G. F. Klinefelter.
Cleveland.....	East Technical Night School.....	A. R. Roethlisberger.
Do.....	West Technical High School.....	E. W. Boshart.
Columbus.....	Trade School.....	J. C. Hambleton.
Warren.....	Public Evening School.....	Victor Geiger.
PENNSYLVANIA.		
Allentown.....	Continuation School (girls).....	Sophia Richards.
Do.....	Continuation School (boys).....	R. N. Neeley.
Avoca.....	Continuation School.....	Veronica Boylan.
Bangor.....	.....	Mrs. Adele Landis.
Bethlehem.....	Public High School.....	Stanley A. Zwiabel.
Do.....	Central Continuation School.....	Martha Stroman.
Do.....	Franklin Continuation School.....	Maude R. Gillett.
Boyetown.....	Continuation School.....	Mrs. Martha P. Slonaker.
Dickson.....	Washington Continuation School.....	Margaret Hayes.
Easton.....	Wilson Township Continuation School.....	Willard Osterstock.
Do.....	Public School District.....	Mrs. Adeline Cobb.
East Pittsburgh.....	Casino Technical Night School.....	C. R. Dooley.
Ellsworth.....	Ellsworth-Cokeburg Cooperative Industrial School.....	Samuel Clark.
Erie.....	Continuation School.....	E. I. Bowman.
Fleetwood.....	.....	Lizzie A. Walmer.
Glassport.....	.....	John S. Hart.
Hazleton.....	.....	Gary Roddy.
Homestead.....	C. M. Schwab Industrial School.....	Rodney S. Brace.
Jeannett.....	Fourth Street Continuation School.....	Earl Ramsey.
Johnstown.....	Vocational Evening School.....	Arthur F. Payne.
Do.....	Public High School (cooperative industrial course).....	Do.
Lebanon.....	Continuation School.....	A. P. Mark.
Atlas.....	Mount Carmel Township Continuation School.....	P. L. Donohoe.
Milton.....	Continuation School.....	Carl L. Millward.
Peckville.....	Blakely Boro Continuation School.....	H. B. Anthony.
Perkasie.....	Perkasie Borough Public School.....	Mrs. Reba Moyer.
Philadelphia.....	The Franklin Institute School of Mechanic Arts.....	Louis C. Robinson.
Pittsburgh.....	Carnegie Institute of Technology, School of Ap- plied Industries.....	Clifford B. Connelley.
Reading.....	Continuation Schools—Junior High.....	Caroline M. Reedy.
Shamokin.....	McKinley Continuation School, Coal Township.....	M. J. Conconnon.
Do.....	Continuation School.....	William F. Grow.
Simpson.....	Fell Township Continuation School.....	Miss Marie Mooty.
Souderton.....	Continuation School.....	Mrs. Reba Moyer.
Taylor.....	.....	W. S. Robinson.
Trevorton.....	Zesbe Township Continuation School.....	John G. Forsythe.
Hanover Township, Lu- zerne County.....	Hanover Township Vocational Evening School.....	Patrick Shovlin.
Wilkes-Barre.....	Hanover Township Continuation School.....	Phillip J. McCabe.

XXIV.—VOCATIONAL EDUCATION—Continued.

4. DIRECTORS OF TRADE CONTINUATION SCHOOLS—Continued.

Location.	Institution.	Director.
PENNSYLVANIA—CON.		
Williamsport.....	Williamsport Continuation School.....	Mrs. Mabel C. Turner.
York.....	Continuation School, Market Street.....	Charles F. Kauffman.
Do.....	do.....	Blanche E. Spahr.
Do.....	Continuation School, Burrows Building.....	W. G. Fishel.
Do.....	do.....	Marguerite A. Kleinfelter.
RHODE ISLAND.		
Providence.....	Rhode Island School of Design.....	E. G. Radeke.
TENNESSEE.		
Memphis.....	Vocational Continuation School.....	John W. Curtis.
TEXAS.		
Corsicana.....	Fred Douglas High School.....	G. W. Jackson.
El Paso.....	Public High School.....	J. A. Gilkey.
Port Arthur.....	do.....	T. A. Butler.
San Antonio.....	Main Avenue High School.....	L. W. Fox.
VERMONT.		
Springfield.....	Public High School (cooperative course).....	W. H. Worden.
VIRGINIA.		
Newport News.....	Public Night School (cooperating with Newport News Shipbuilding & Dry Dock Co.).	C. Guy Via.
WASHINGTON.		
Seattle.....	Broadway Evening High School.....	A. L. Brown.
Do.....	Seattle Engineering School (Inc.).....	S. V. Bryant.
Spokane.....	North Central Evening School.....	Ernest E. Greene.
WISCONSIN.¹		
Menominee.....	Vocational School (Stout Institute).....	F. L. Curran.

5. CORPORATION SCHOOLS.

This list contains the names of corporations maintaining schools, educational departments, or special classes for employees. In some cases educational work has been temporarily discontinued during the war.

Location.	Corporation.	Director of educational activities.
ARIZONA.		
Prescott.....	A. T. & S. F. Ry. Apprentice School.....	C. W. Andrews.
Winslow.....	do.....	C. W. Smith.
CALIFORNIA.		
Bakerfield.....	A. T. & S. F. Ry. Apprentice School.....	C. W. Smith.
Needles.....	do.....	Do.
Richmond.....	do.....	A. A. Klein.
Sacramento.....	S. P. Ry. Shop Apprentice School.....	George McCormick.
San Bernardino.....	A. T. & S. F. Ry. Apprentice School.....	C. B. Falkenstein.
San Francisco.....	S. P. Ry. Agency School.....	E. L. King.
Do.....	S. P. Ry. Examination Car.....	William Nichols.
Do.....	S. P. Ry. Office Work School.....	T. C. Edwards.
Do.....	Standard Oil Co.....	R. C. Warner.
Do.....	Wells Fargo Nevada National Bank.....	F. L. Lipman.
West Oakland.....	S. P. Ry. Dining Car Chefs' School.....	Allan Pollock.
COLORADO.		
Denver.....	Mountain States Telephone & Telegraph Co.....	Robert B. Bonney.
La Junta.....	A. T. & S. F. Ry. Apprentice School.....	H. D. Kistler.
Pueblo.....	do.....	Do.

¹ See also list of "Vocational Schools," p. 165.

XXIV.—VOCATIONAL EDUCATION—Continued.
& CORPORATION SCHOOLS—Continued.

Location.	Corporation.	Director of educational activities.
CONNECTICUT.		
Bridgeport.....	Remington Arms Union Metallic Cartridge Co..	Arthur W. LeBoeuf.
Do.....	Bilton Machine Tool Co.	A. J. Cummings.
Hartford.....	Pratt & Whitney Co.	Ernest E. Fowler.
New Haven.....	Winchester Repeating Arms Co.	Henry C. Link.
GEORGIA.		
Atlanta.....	Southern Bell Telephone & Telegraph Co.....	Kendall Weisiger.
ILLINOIS.		
Chicago.....	Addressograph Co.....	R. N. Fellows.
Do.....	Chicago Central Station Institute ¹	Ferd R. Jenkins.
Do.....	Lakeside Press, School for Apprentices.....	E. E. Sheldon.
Do.....	Montgomery Ward & Co.....	E. P. Marum.
Do.....	Swift & Co.....	I. L. Roberts.
Do.....	Western Electric Co.....	J. W. Dietz.
Do.....	Western Electric Co. Works Training Department.	J. J. Garvey.
Do.....	Western Electric Co. Installation Methods Department.	W. A. Titus.
Do.....	Wilson & Co.....	Miss Delos James.
Granite City.....	Commonwealth Steel Co.....	L. W. George.
INDIANA.		
Indianapolis.....	EH Lilly & Co.....	W. A. Caperton.
Mishawaka.....	Dodge Manufacturing Co.....	W. L. Chandler.
IOWA.		
Clinton.....	Curtis Lumber & Millwork Co.....	E. J. Curtis.
Fort Madison.....	A., T. & S. F. Ry. Apprentice School.....	H. J. Poepsal.
KANSAS.		
Argentine.....	A., T. & S. F. Ry. Apprentice School.....	L. R. Linn.
Arkansas City.....	do.....	H. B. Gephardt.
Chanute.....	do.....	Arthur Irving.
Dodge City.....	do.....	C. J. McGregor.
Newton.....	do.....	R. E. Lewis.
Topeka.....	do.....	D. C. Davis.
Do.....	A., T. & S. F. Ry. System.....	Frank W. Thomas.
Wellington.....	A., T. & S. F. Ry. Apprentice School.....	A. C. Goodall.
MAINE.		
Bangor.....	Eastern Manufacturing Co.....	C. K. Hatfield.
MARYLAND.		
Baltimore.....	Consolidated Gas, Electric Light & Power Co....	Douglas Burnett.
MASSACHUSETTS.		
Boston.....	New England Telephone & Telegraph Co.....	Edmund W. Longley.
Framingham.....	Dennison Manufacturing Co.....	C. E. Shaw.
MICHIGAN.		
Detroit.....	Burroughs Adding Machine Co., Sales Department.	C. P. Staubach.
Do.....	Burroughs Adding Machine Co., Manufacturing Department.	W. J. Kilpatrick.
Do.....	Burroughs Adding Machine Co., Service Department.	C. D. Stevens.
Do.....	Packard Motor Car Co., Technical Service Department.	F. C. Banks.
Do.....	Packard Motor Car Co., Truck Department....	S. S. Merithew.
Do.....	Packard Motor Car Co., Motor Carriage Department.	D. C. Prentiss.
Ishpeming.....	Cleveland-Cliffs Iron Co.....	C. S. Stevenson.
Midland.....	Dow Chemical Co.....	Willis H. Clark.

¹ Bureau of education for Commonwealth Edison Co., Federal Sign System, Illinois-Northern Utilities Co., Middle West Utilities Co., Public Service Co., of Northern Illinois.

XXIV.—VOCATIONAL EDUCATION—Continued.

1. CORPORATION SCHOOLS—Continued.

Location.	Corporation.	Director of educational activities.
NEW JERSEY.		
Elizabethport.....	Singer Manufacturing Co.....	R. E. von Lehn.
Newark.....	Prudential Insurance Co. of America.....	Fred W. Tinsney.
Passaic.....	Brighton Mills.....	Elizabeth W. McKee.
Trenton.....	Thomas Maddock's Sons Co.....	Oliver C. Short.
West Hoboken.....	Schwarzenbach Huber Co.....	H. E. Viola.
NEW MEXICO.		
Albuquerque.....	A., T. & S. F. Ry. Apprentice School.....	G. T. Peterson.
Belen.....	do.....	A. J. Nichols.
Clovis.....	do.....	D. R. Isles.
Ferning.....	do.....	A. J. Nichols.
Las Vegas.....	do.....	H. P. Leister.
Raton.....	do.....	do.
San Marcial.....	do.....	A. J. Nichols.
NEW YORK.		
Buffalo.....	Larkin Co.....	H. E. Puffer.
New York City.....	American Hard Rubber Co.....	Herman L. Enstrom.
Do.....	American Telephone & Telegraph Co. 1.....	Karl W. Waterson.
Do.....	Coe-Mortimer Co.....	Myron S. Hazen.
Do.....	Consolidated Gas Co. of New York.....	William D. Kelley.
Do.....	Equitable Life Assurance Society of U. S.....	William Alexander.
Do.....	W. R. Grace & Co.....	Paul C. Holter.
Do.....	Guaranty Trust Co. of New York.....	A. de Wilde, jr.
Do.....	Jones & Baker, Office Work School.....	Gertrude B. Thayer.
Do.....	Jones & Baker, School for Salesmen.....	P. J. Donahue.
Do.....	R. H. Macy & Co.....	A. S. Donaldson.
Do.....	New York Edison Co., Educational Committee.....	M. F. Macalhaes.
Do.....	New York Edison Co., Technical School.....	F. C. Stockwell.
Do.....	New York Edison Co., Accounting School.....	John T. Madden.
Do.....	New York Edison Co., Commercial Department, Bureau of Education.....	F. C. Henderschott.
Do.....	New York Edison Co., Commercial School.....	F. G. Grandstaff.
Do.....	New York Telephone Co.....	J. L. Turner.
Do.....	Tabulating Machine Co.....	Pierre Bontecou.
Do.....	Texas Co.....	L. H. Canfield.
Do.....	Western Electric Co., Engineering Department.....	W. E. Wickenden.
Do.....	Western Electric Co., General Sales Department.....	F. B. Gleason.
Do.....	Western Union Telegraph Co., Traffic Department. ²	W. N. Fashbaugh.
Do.....	Western Electric Co., Technical correspondence courses.....	Louis McKisick.
Niagara Falls.....	Spirilla Co.....	W. W. Kincaid.
Schenectady.....	American Locomotive Co.....	Louis L. Park.
Do.....	General Electric Co., Educational Committee.....	E. B. Merriam.
OHIO.		
Akron.....	B. F. Goodrich Co.....	H. T. Waller.
Cleveland.....	Warner & Swasey Co.....	Kenneth W. Reed.
Dayton.....	National Cash Register Co.....	L. A. Lampman.
Middletown.....	American Rolling Mill Co.....	A. J. Beatty.
Youngstown.....	Youngstown Sheet & Tube Co.....	George B. Fout.
PENNSYLVANIA.		
Ambridge.....	American Bridge Co.....	J. E. Banks.
East Pittsburgh.....	Westinghouse Electric & Manufacturing Co., Electric Works.....	C. R. Dooley. ³
Do.....	Westinghouse Electric & Manufacturing Co., Machine Works.....	R. F. Carey.
Do.....	Casino Technical Night School.....	C. R. Dooley. ³
Ellsworth.....	Ellsworth Collieries Co.....	E. E. Bach.
Harrisburg.....	Elliott-Fisher Co.....	W. R. Busch.
Lester.....	Westinghouse Electric & Manufacturing Co.....	R. F. Carey.
Philadelphia.....	Atlantic Refining Co.....	John D. Gill.
Do.....	Bell Telephone Co. of Pennsylvania.....	J. C. Lynch.
Do.....	Central National Bank of Philadelphia.....	William Y. Conrad.

¹The American Telephone & Telegraph Co. and associated companies, comprising the Bell System, maintain training departments and schools for the vocational training of their employees in all of the important cities of the country.

²Western Union Telegraph Co. schools are maintained at the larger offices of the company in practically all cities of importance in the United States.

³Absent on leave; C. B. Coler, acting director.

XXIV.—VOCATIONAL EDUCATION—Continued.

5. CORPORATION SCHOOLS—Continued.

Location.	Corporation.	Director of educational activities.
PENNSYLVANIA—contd.		
Philadelphia.....	Henry Disston & Sons.....	A. S. Carter.
Do.....	Midvale Steel Co.....	Ed S. Cough.
Pittsburgh.....	A. M. Byers Co.....	William E. Dunham.
Do.....	Carnegie Steel Co. ¹	John McLeod.
Do.....	Mesta Machine Co.....	Frederick W. Hyle.
Do.....	Pittsburgh Railways Co.....	Cecil G. Rice.
Do.....	Pressed Steel Car Co.....	S. F. McKee, S. J. Welch.
Do.....	Westinghouse Air Brake Co.....	R. O. Yearick.
SOUTH CAROLINA.		
Greenville.....	Victor-Monaghan Mills.....	L. P. Hollis.
TEXAS.		
Amarillo.....	A., T. & S. F. Ry. Apprentice School.....	E. W. Blinn.
Brownwood.....	do.....	K. L. Elliott.
Cleburne.....	do.....	S. D. Heyward.
Galveston.....	do.....	K. L. Elliott.
Silsbee.....	do.....	Do.
Slaton.....	do.....	E. W. Blinn.
Temple.....	do.....	K. L. Elliott.

6. SCHOOLS OF HOROLOGY.

Location.	Institution.	Director.
CALIFORNIA.		
San Francisco.....	Hiles Watchmaking and Engraving School, 717 Market Street.	C. O. Hiles.
INDIANA.		
Attica.....	De Selms Watch School, 293 Perry Street.....	Omar C. De Selms.
ILLINOIS.		
Chicago.....	Chicago School of Watchmaking, 59 East Van Buren Street.	Thomas Sweazey.
Peoria.....	Bradley Polytechnic Institute, School of Horology.	A. T. Westlake.
MASSACHUSETTS.		
Waltham.....	Waltham Horological School.....	Eugene H. Swain.
MINNESOTA.		
St. Paul.....	Stone School of Watchmaking, 597 Wabasha Street.	Fred G. Ohm.
MISSOURI.		
Kansas City.....	Stuhl's Institute of Watchmaking, Jewelry Manufacturing, and Engraving, Altman Building.	A. C. Stuhl.
St. Louis.....	St. Louis Watchmaking School, 5815 Easton Avenue.	R. Jaegermann.
PENNSYLVANIA.		
Lancaster.....	Bowman Technical School, Duke and Chestnut Streets.	John J. Bowman.
Do.....	Lancaster School of Watchmaking, Commerce Building.	G. Edward Fleisher.
Philadelphia.....	Philadelphia College of Horology, Broad and Somerset Streets.	Arthur T. Johnson.
WISCONSIN.		
Milwaukee.....	Drexler School of Watchmaking, University Building.	John Drexler.
Do.....	Wisconsin Institute of Horology, Stroh Building.	F. A. Thomas.

¹ A school for salesmen is maintained at Pittsburgh; schools for apprentices at the New Castle, Duquesne, Homestead, Farrell, and Ohio works; and a school for engineering graduates at the Duquesne, Homestead, Ohio, and Edgar Thomson works.

XXV.—SUPERINTENDENTS OF SCHOOLS FOR THE BLIND.

Location.	Name of institution.	Superintendent or principal.
Talladega, Ala.	Alabama School for the Blind.	F. H. Manning
Do.	Alabama School for the Negro Deaf and Blind.	Do.
Little Rock, Ark.	Arkansas School for the Blind.	John H. Hixmon.
Do.	Arkansas School for the Blind (colored).	Jennie C. Jackson.
Berkeley, Cal.	California School for Deaf and Blind.	L. E. Milligan.
San Francisco (1526 California St.), Cal.	San Francisco Association for the Blind.	Ruth Quinan Marks
Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	W. K. Argo.
Hartford, Conn.	Connecticut Institute for the Blind.	Gordon Hicks.
Do.	Connecticut Institute for the Blind (dept. of trades)	Charles B. Fisher.
St. Augustine, Fla.	Florida School for the Deaf and the Blind.	A. H. Walker.
Do.	Florida School for the Deaf and the Blind (colored).	Do.
Macon, Ga.	Georgia Academy for the Blind.	G. F. Oliphant
Do.	Georgia Academy for the Blind (colored).	Do.
Gooding, Idaho.	Idaho State School for the Deaf and the Blind.	W. E. Taylor.
Chicago, Ill.	Chicago Public Schools for the Blind.	John B. Curtis.
Jacksonville, Ill.	Illinois School for the Blind.	Robert W. Woolston.
Indianapolis, Ind.	Indiana School for the Blind.	George S. Wilson.
Vinton, Iowa.	Iowa College for the Blind.	George D. Eaton.
Kansas City, Kans.	Kansas State School for the Blind.	Lee Harrison.
Louisville, Ky.	Kentucky School for the Blind.	Susan B. Merwin.
Do.	Kentucky School for the Blind (colored).	Do.
Baton Rouge, La.	Louisiana State School for the Blind.	W. W. Bynum.
Portland, Me.	Maine Institution for the Blind.	Millard W. Baldwin.
Overlea, Md.	Maryland School for the Blind.	John F. Bledsoe.
Do.	Maryland School for the Colored Blind and Deaf.	Do.
Watertown, Mass.	Perkins Institution and Massachusetts School for the Blind.	Edward E. Allen.
Detroit, Mich.	Detroit Public Schools for Blind.	Mildred Fletcher.
Lansing, Mich.	Michigan School for the Blind.	C. E. Holmes.
Eagleville, Mich.	Michigan Employment Institution for the Blind.	Frank G. Putnam.
Fairbault, Minn.	Minnesota School for the Blind.	James J. Dow.
Jackson, Miss.	Mississippi Institute for the Blind.	R. S. Curry.
St. Louis, Mo.	Missouri School for the Blind.	S. M. Green.
Boulder, Mont.	Montana School for the Deaf and the Blind.	H. J. Menzemer.
Nebraska City, Nebr.	Nebraska School for the Blind.	N. C. Abbott.
Jersey City, N. J.	Public School Classes for Blind.	W. F. Babcock.
Newark, N. J.	do.	Janet G. Paterson.
Summit, N. J.	International Sunshine Society, Department for the Blind (Arthur Home).	Belle Harvey.
Alamogordo, N. Mex.	New Mexico Institute for the Blind.	R. R. Pratt.
Batavia, N. Y.	New York State School for the Blind.	C. A. Hamilton.
Brooklyn (84th St. and 13th Ave.), N. Y.	International Sunshine Society, Department for the Blind.	Maybelle Peck.
New York (University Ave.), N. Y.	Catholic Institute for the Blind.	Sister M. Bertrand.
New York, N. Y.	New York Institute for the Education of the Blind.	Edward M. Van Cleave.
Do.	Public School Classes for Blind Children.	Frances E. Moscrip.
Prince Bay, N. Y.	St. Joseph's Blind Asylum.	Sister M. Augustine.
Raleigh, N. C.	State School for the Blind and the Deaf.	John T. Alderman.
Do.	State School for the Blind and the Deaf (colored).	A. W. Pegues.
Bathgate, N. Dak.	North Dakota School for the Blind.	B. P. Chapple.
Cincinnati, Ohio.	Cincinnati School for the Blind.	Estella Lawes.
Cleveland, Ohio.	Cleveland Public School for the Blind.	R. B. Irwin.
Columbus, Ohio.	Ohio State School for the Blind.	Charles F. F. Campbell.
Toledo, Ohio.	Toledo School for the Blind.	R. B. Irwin.
Muskogee, Okla.	Oklahoma School for the Blind.	O. W. Stewart.
Taft, Okla.	Institute for Deaf, Blind, and Orphans (colored).	E. T. Johnson.
Salem, Oreg.	Oregon State School for the Blind.	J. T. Moores.
Overbrook, Pa.	Pennsylvania Institution for the Instruction of the Blind.	Olin H. Burritt.
Pittsburgh, Pa.	Western Pennsylvania Institution for the Blind.	Thos. S. McAuloney.
Cedar Springs, S. C.	South Carolina School for the Deaf and the Blind.	N. F. Walker.
Do.	South Carolina School for the Deaf and the Blind (colored).	Do.
Gary, S. Dak.	South Dakota School for the Blind.	Otis O. Rule.
Nashville, Tenn.	Tennessee School for the Blind.	I. S. Wampler.
Do.	Tennessee School for the Blind (colored).	Do.
Austin, Tex.	Deaf, Dumb, and Blind Institute for Colored Youths.	R. E. L. Holland.
Do.	Texas School for the Blind.	E. E. Bramlette.
Ogden, Utah.	Utah School for the Blind.	Frank M. Driggs.
Newport News, Va.	Virginia State School for Colored Deaf and Blind Children.	William C. Ritter.
Staunton, Va.	Virginia School for the Deaf and the Blind.	W. A. Bowles.
Vancouver, Wash.	Washington State School for the Blind.	Sadie E. Hall.
Romney, W. Va.	West Virginia Schools for the Deaf and the Blind.	F. L. Burdett.
Juneville, Wis.	Wisconsin School for the Blind.	J. T. Hooper.
Milwaukee, Wis.	Day School for the Blind.	Carrie B. ...
Racine, Wis.	do.	Lydia E. ...

XXVI.—SUPERINTENDENTS OF SCHOOLS FOR THE DEAF.

1. STATE SCHOOLS.

Location.	Name of institution.	Superintendent or principal.
Talladega, Ala.	Alabama School for the Deaf	F. H. Manning.
Do.	Alabama School for the Negro Deaf and Blind	Do.
Tucson, Ariz.	Arizona State School for the Deaf	Howard Griffin.
Little Rock, Ark.	Arkansas Deaf-Mute Institute	Thomas P. Clarke.
Do.	Arkansas Deaf-Mute Institute (colored)	A. M. Martin.
Berkeley, Cal.	California School for Deaf and Blind	L. R. Whittier.
Colorado Springs, Colo.	Colorado School for the Deaf and the Blind	W. K. Argo.
Hartford, Conn.	American School, at Hartford, for the Deaf	W. K. Wheeler.
Mystic, Conn.	Mystic Oral School for the Deaf	Clark H. McGuigan.
Washington, D. C.	Columbia Institution for the Deaf	Perceval Hall.
Do.	Gallaudet College for the Deaf	Do.
Do.	Kendall School for the Deaf	Lyman Steed.
St. Augustine, Fla.	Florida School for the Deaf and the Blind	A. H. Walker.
Do.	Florida School for the Deaf and the Blind (colored)	Do.
Cave Spring, Ga.	Georgia School for the Deaf	J. C. Harris.
Do.	Georgia School for the Deaf (colored)	F. M. Gordon.
Gooding, Idaho.	Idaho State School for the Deaf and the Blind	W. E. Taylor.
Jacksonville, Ill.	Illinois School for the Deaf	H. T. White.
Indianapolis, Ind.	Indiana State School for the Deaf	R. O. Johnson.
Council Bluffs, Iowa.	Iowa School for the Deaf	Henry W. Rothert.
Olathe, Kans.	Kansas School for the Deaf	Kate S. Herman.
Danville, Ky.	Kentucky School for the Deaf	Augustus Rogers.
Do.	Kentucky School for the Deaf (colored)	Do.
Baton Rouge, La.	Louisiana State School for the Deaf	G. C. Huchaby.
Portland, Me.	Maine School for the Deaf	Elizabeth R. Taylor.
Frederick, Md.	Maryland State School for the Deaf	Ignatius Bjorlee.
Ovree, Md.	Maryland School for the Colored Blind and Deaf	John F. Bledsoe.
Beverly, Mass.	New England Industrial School for Deaf Mutes	Ella S. Warner.
Northampton, Mass.	Clarke School for the Deaf	Caroline A. Yale.
Randolph, Mass.	Boston School for the Deaf	M. J. Spaine.
Flint, Mich.	Michigan School for the Deaf	Luther L. Wright.
Faribault, Minn.	Minnesota School for the Deaf	James N. Tate.
Jackson, Miss.	Institution for the Deaf and Dumb	Wert Scott.
Do.	Institution for the Deaf and Dumb (colored)	Do.
Fulton, Mo.	Missouri School for the Deaf	J. Stuart Morrison.
Do.	Missouri School for the Deaf (colored)	W. C. Reid.
Boulder, Mont.	Montana School for the Deaf and the Blind	H. J. Menzemer.
Omaha, Nebr.	Nebraska School for the Deaf	Frank W. Booth.
Trenton, N. J.	New Jersey School for the Deaf	Alvin E. Pope.
Santa Fe, N. Mex.	New Mexico Asylum for the Deaf and Dumb	W. O. Connor, Jr.
Albany, N. Y.	Albany Home School for the Oral Instruction of the Deaf	Quincy McGuire.
Buffalo, N. Y.	Le Couteux St. Mary's Institution for the Improved Instruction of the Deaf. ¹	Sister Mary Anne Burke.
Malone, N. Y.	Northern New York Institution for Deaf Mutes	Edward C. Rider.
New York (904 Lexington Ave.), N. Y.	Association for the Improved Instruction of Deaf Mutes. ²	Harris Taylor.
New York (40-44 W. 115th St.), N. Y.	New York Evening School for the Deaf	Albert J. Amatoan.
New York (Fort Washington Ave. and W. 163d St.), N. Y.	New York Institution for the Instruction of the Deaf and Dumb	Isaac B. Gardner.
Rochester, Y. N.	Western New York Institution for Deaf Mutes	T. C. Forrester.
Rome, N. Y.	Central New York Institution for Deaf Mutes	E. A. Gruver.
Westchester, N. Y.	St. Joseph's Institute for the Improved Instruction of Deaf Mutes. ²	Annie M. Larkin.
Morganton, N. C.	North Carolina School for the Deaf	E. McKay Goodwin.
Raleigh, N. C.	State School for the Blind and the Deaf (colored)	A. W. Pegues.
Devils Lake, N. Dak.	North Dakota School for the Deaf	Frank Read, Jr.
Columbus, Ohio.	Ohio State School for the Deaf	J. W. Jones.
Sulphur, Okla.	Oklahoma School for the Deaf	J. W. Blattner.
Taft, Okla.	Institute for Deaf, Blind, and Orphans (colored)	J. R. Johnson.
Salem, Oreg.	Oregon School for Deaf	E. S. Tillinham.
Philadelphia (Belmont and Monument Aves.), Pa.	Home for the Training in Speech of Deaf Children Before They Are of School Age	Mary S. Garrett.
Philadelphia (Mount Airy), Pa.	Pennsylvania Institution for the Deaf and Dumb	A. L. E. Crouter.
Pittsburgh (Brookline), Pa.	De Paul Institute for Deaf Mutes	Sister Mary James.
Scranton, Pa.	Pennsylvania Oral School for the Deaf	Kate H. Fish.
Swissvale (Edgewood Park), Pa.	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb	Wm. N. Burt.
Providence, R. I.	Rhode Island Institute for the Deaf	Anna C. Hurd.
Cedar Spring, S. C.	South Carolina School for the Deaf and the Blind	N. F. Walker.
Do.	South Carolina School for the Deaf and the Blind (colored)	Do.

¹ Department of Columbia Institution for the Deaf.² School is under private management but receives State pupils.

XXVI.—SUPERINTENDENTS OF SCHOOLS FOR THE DEAF—Continued.

1. STATE SCHOOLS—Continued.

Location.	Name of institution.	Superintendent or principal.
Sioux Falls, S. Dak.....	South Dakota School for the Deaf.....	Howard W. Simpson.
Knoxville, Tenn.....	Tennessee Deaf and Dumb School.....	H. E. Walker.
Do.....	Tennessee Deaf and Dumb School (colored).....	Do.
Austin, Tex.....	Deaf, Dumb, and Blind Institute for Colored Youth.....	R. E. L. Holland.
Do.....	Texas School for the Deaf.....	G. F. Urban.
Ogden, Utah.....	Utah School for the Deaf.....	Frank M. Driggs.
Brattleboro, Vt.....	Austine Institution for the Deaf and Blind.....	Helen G. Throckmorton.
Newport News, Va.....	Virginia State School for Colored Deaf and Blind Children.....	Wm. C. Ritter.
Staunton, Va.....	Virginia School for the Deaf and the Blind.....	W. A. Bowles.
Vancouver, Wash.....	State School for the Deaf.....	W. M. Kilpatrick.
Remney, W. Va.....	West Virginia Schools for the Deaf and the Blind.....	F. L. Burdett.
Delavan, Wis.....	Wisconsin State School for the Deaf.....	H. C. Buell.

2. PRIVATE SCHOOLS.

Oakland, Cal.....	St. Joseph's Home for Deaf Mutes.....	Sister M. Louis.
Marion, Ga.....	Miss Arbaugh's School for Deaf Children.....	Laura L. Arbaugh.
Chicago (40th St. and Belmont Ave.), Ill.....	Ephpheta School for the Deaf.....	Ada Potts.
Chinchuba, La.....	Chinchuba Deaf-Mute Institute.....	Sister M. Alma.
Baltimore (Irvington), Md.....	St. Francis Xavier's School for the Deaf.....	Sister M. Michael.
Kensington, Md.....	Home School for Little Deaf Children.....	Anna C. Reinhardt.
West Medford, Mass.....	Sarah Fuller Home for Little Deaf Children.....	Mary Islay Strachan.
North Detroit, Mich.....	Evangelical Lutheran Deaf-Mute Institute.....	Rev. Wm. Gielow.
Joplin, Mo.....	Joplin School for Deaf.....	Della C. Page.
St. Louis (Vandeventer Ave. and Westminster Place), Mo.....	Central Institute for the Deaf.....	Ethel M. Hilliard.
St. Louis (901 N. Garrison Ave.), Mo.....	St. Joseph Deaf-Mute Institute.....	Sister M. Borgis.
Tamworth, N. H.....	Davidson School of Individual Instruction.....	S. G. Davidson.
New York (534 W. 187th St.), N. Y.....	Reno Margulies School for the Deaf.....	Mrs. A. Reno Margulies.
New York (1 Mount Morris Park W.), N. Y.....	Wright Oral School.....	John Dutton Wright.
Rockland, Ohio.....	St. Rita School for the Deaf.....	M. A.
Lansdowne, Pa.....	Sanatorium School for Nervous, Lame, or Deaf.....	Rev. H. J. Waldhaus.
Philadelphia (1803 Vine St.), Pa.....	Archbishop Ryan Memorial Institute for the Deaf.....	Claudia M. Redd.
San Juan, Porto Rico.....	School for the Deaf and Dumb.....	Sister M. Isabel.
Lead, S. Dak.....	Black Hills School for the Deaf.....	Miss F. L. Willhoyte.
St. Francis, Wis.....	St. John's Institute for Deaf-Mutes.....	Rev. M. M. Geraud.

XXVII.—SUPERINTENDENTS OF SCHOOLS FOR THE FEEBLE-MINDED.

1. STATE SCHOOLS.

Location.	Name of institution.	Superintendent or principal.
Eldridge, Cal.....	Sonoma State Home.....	F. O. Butler, M. D.
Ridge, Colo.....	State Home and Training School for Mental Defectives.....	A. P. Busey, M. D.
Mansfield, Conn.....	Mansfield State Training School and Hospital.....	Chas. T. La Moure, M. D.
Nampa, Idaho.....	Idaho State Sanitarium.....	D. O. Poynter, M. D.
Lincoln, Ill.....	Lincoln State School and Colony.....	Thos. H. Leonard, M. D.
Fort Wayne, Ind.....	Indiana School for Feeble-Minded Youth.....	George S. Bills, M. D.
Glenwood, Iowa.....	Iowa Institution for Feeble-Minded Children.....	Geo. Mogridge, M. D.
Parsons, Kans.....	State Hospital for Epileptics.....	Miss M. Edwards.
Winfield, Kans.....	State Home for Feeble-Minded.....	F. C. Cave, M. D.
Frankfort, Ky.....	Kentucky Institution for Feeble-Minded Children.....	S. L. Helm, M. D.
West Fowall, Me.....	Maine School for Feeble-Minded.....	Carl J. Hedra, M. D.
Owings Mills, Md.....	Rosewood State Training School for Feeble-Minded Hospital Cottages for Children.....	Frank W. Keating, M. D.
Baldwinsville, Mass.....	Massachusetts School for the Feeble-Minded.....	Harold C. Arey.
Wareley, Mass.....	Wrentham State School.....	Walter E. Fernald, M. D.
Lapeer, Mich.....	Michigan Home and Training School.....	Geo. L. Wallace, M. D.
Faribault, Minn.....	Minnesota School for Feeble-Minded and Colony for Epileptics.....	H. A. Haynes, M. D.
Marshall, Mo.....	Missouri Colony for Feeble-Minded and Epileptic.....	G. C. Hanna.
		R. P. C. Wilson, M. D.

* Receives epileptic children as well as other classes needing hospital treatment and care.

XXVII.—SUPERINTENDENTS OF SCHOOLS FOR THE FEEBLE-MINDED—Continued.

1. STATE SCHOOLS—Continued.

Location.	Name of institution.	Superintendent or principal.
Boulder, Mont.....	Montana Training School for Backward Children..	H. J. Menzemer, M. A.
Beatrice, Nebr.....	Nebraska Institution for Feeble-Minded Youth.....	D. O. Griffiths, M. D.
Iaconia, N. H.....	New Hampshire School for Feeble-Minded.....	Benjamin W. Baker, M. D.
New Lisbon, N. J.....	New Jersey State Colony for Feeble-minded.....	J. F. Macomber.
Skillman, N. J.....	New Jersey State Village for Epileptics.....	David F. Weeks, M. D.
Vineland, N. J.....	New Jersey State Institution for Feeble-Minded..	Madeleine A. Hallowell, M. D.
Do.....	Training School at Vineland, N. J.....	E. R. Johnstone.
Newark, N. Y.....	New York State Custodial Asylum.....	Ethan A. Nevin, M. D.
New York (Randalls Island), N. Y.....	New York City Children's Hospitals and Schools..	Wm. B. Cornell, M. D.
Rome, N. Y.....	Rome State Custodial Asylum.....	Charles Bernstein, M. D.
Sonyea, N. Y.....	Craig Colony for Epileptics.....	Maude O. Weller.
Syracuse, N. Y.....	Syracuse State Institution for Feeble-Minded Children.	O. H. Cobb, M. D.
Thiells, N. Y.....	Letchworth Village.....	Charles S. Little, M. D.
Kinston, N. C.....	Caswell Training School.....	C. Banks McNairy, M. D.
Grafton, N. Dak.....	Institution for Feeble-Minded.....	A. R. S. Wylie, M. D.
Columbus, Ohio.....	do.....	E. J. Emerick, M. D.
Enid, Okla.....	do.....	Wm. L. Kendall, M. D.
Salem, Oreg.....	State Institution for Feeble-Minded.....	J. N. Smith, M. D.
Elwyn, Pa.....	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D.
Pennhurst, Pa.....	Eastern Pennsylvania State Institution for Feeble-Minded and Epileptic.	Oscar E. Thomson.
Polk, Pa.....	State Institution for Feeble-Minded of Western Pennsylvania.	J. M. Murdoch, M. D.
Slocum, R. I.....	Exeter School.....	Joseph H. Ladd, M. D.
Redfield, S. Dak.....	State School and Home for Feeble-Minded.....	J. K. Kutnewsky.
Austin, Tex.....	State Colony for the Feeble-Minded.....	J. W. Bradford.
Provo, Utah.....	State Mental Hospital: Department for Feeble-Minded.....	G. E. Hyde, M. D.
Brandon, Vt.....	Vermont State School for Feeble-Minded Children.	F. J. Russell, M. D.
Madison Heights, Va.....	Virginia Epileptic Colony.....	A. S. Priddy, M. D.
Medical Lake, Wash.....	State Institution for Feeble-Minded.....	S. C. Woodruff.
Chippewa Falls, Wis.....	Wisconsin Home for Feeble-Minded.....	Alfred W. Wilmarth, M. D.
Lander, Wyo.....	Wyoming School for Defectives.....	Charles E. Lane, M. D.

2. PRIVATE SCHOOLS.

Godfrey, Ill.....	"Beverly Farm" Home and School for Nervous and Backward Children.	Wm. H. C. Smith, M. D.
Streator, Ill.....	Cottage School for Retarded Children.....	Frances R. Fletcher.
Wheaton, Ill.....	Highland Heath.....	Mary F. Pogue, M. D.
Red Oak, Iowa.....	Powell School for Backward and Mentally Deficient Children.	Velura E. Powell, M. D.
Farmdale, Ky.....	Stewart Home and School.....	John P. Stewart, M. D.
Catonsville, Md.....	Mount Herbert Private School for Feeble-Minded.	Samuel J. Fort, M. D.
Amherst, Mass.....	Home School for Backward Children and Youth.	Frances J. Herrick.
Barre, Mass.....	"Elm Hill" Private Home and School for Feeble-Minded.	George A. Brown, M. D.
Boston (80 Hammond St.), Mass.....	Residence School for Special Children.....	George P. Brown, M. D.
Hallfax, Mass.....	Standish Manor School.....	Elizabeth L. Moulton.
Detroit, Mich.....	Reed School for Nervous and Backward Children.	Ellen C. Dresser.
Kalamazoo (Comstock P. O.), Mich.....	St. Anthony's School for Feeble-Minded and Backward Children.	Mrs. Frank A. Reed.
Kalamazoo, Mich.....	Wilbur Home and School for Backward and Mentally Defective Children.	Sister M. Vincent.
Northfield, Minn.....	Baker School.....	Joseph W. Wilbur.
St. Louis (3809 Flad Ave.), Mo.....	Miss Compton's School for Children of Retarded Mentality.	Laura B. Baker.
Cranbury, N. J.....	"The Larches" Educational Sanitarium for Mental Defectives.	Fanny A. Compton.
Haddonfield, N. J.....	Bancroft Training School.....	Elise Gordon.
Orange, N. J.....	Seguin School for Children Who Deviate from the Normal.	E. A. Farrington, M. D.
South Orange, N. J.....	School for Individual Teaching.....	Elsie M. Seguin.
Amityville, N. Y.....	Brunswick Home for Idiotic, Epileptic, Paralytic, and Feeble-Minded Children.	Charlotte H. Miner.
Binghamton, N. Y.....	Binghamton Training School.....	C. L. Markham, M. D.
Camillus, N. Y.....	Hill Crest School.....	A. A. Boldt.
Newburgh, N. Y.....	Sycamore Farm Home School.....	A. Cora Harmon.
		N. R. Brewster.

XXVII.—SUPERINTENDENTS OF SCHOOLS FOR THE FEEBLE-MINDED—Continued.

2. PRIVATE SCHOOLS—Continued.

Location.	Name of institution.	Superintendent or principal.
New York (238th St. and Riverdale Ave.), N. Y.	Florence Nightingale School for Nervous and Backward Children.	Rudolph S. Fried.
Pittsford, N. Y.	Frances School.	Mabel A. Taylor.
Port Jefferson, N. Y.	Brooklyn Home for Blind, Crippled, and Defective Children.	Harriett C. Neafe.
Saratoga Springs, N. Y.	Miss Copeland's School for Mentally Deficient Children.	Sister Teresa.
Walden, N. Y.	Goodale Manor School.	Susan E. Copeland.
White Plains, N. Y.	St. Agnes Hospital.	Mary P. Williams.
Marietta, Ohio.	Riverview School.	Sister M. Francis.
Berwyn (The Maples), Pa.	Latahaw School.	Mary Merydith.
Lansdowne, Pa.	Brookwood School for Nervous and Backward Children.	Allen Latahaw.
Philadelphia (Holmesburg), Pa.	Biddle School for Nervous and Backward Children.	Rachel W. Brewster.
Philadelphia (3412 Sanson St.), Pa.	Latahaw School.	Grace Biddle de Quella
Koslyn, Pa.	Miss Woods' School for Exceptional Children.	Allen Latahaw.
Sharon Hill, Pa.	Miss McGrew's School for Boys of Defective Mentality.	Mollie A. Woods.
Murfreesboro, Tenn.	Bristol-Nelson Physiological School for Nervous and Backward Children.	Anna L. McGrew.
Austin, Tex.	Texas Training School for Defectives and Sanitarium for Mental and Nervous Diseases.	Cora Bristol-Nelson.
Falls Church, Va.	Gundry Home and Training School for Feeble-Minded and Epileptics.	T. O. Maxwell, M. D.
Richmond, Va.	Home Place School.	Mattie Gundry.
Jefferson, Wis.	St. Coletta Institute.	Alice C. Hinckley.
Watertown, Wis.	Evangelical Lutheran Home for Feeble-Minded and Epileptics.	Sister M. Emerentia.
		H. C. Zaus.

XXVIII.—SUMMER SCHOOL DIRECTORS.

PART 1.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
ALABAMA.				
Auburn.....	Alabama Polytechnic Institute.....	Zebulon Judd.....	June 3	July 12
Birmingham.....	Howard College.....	John C. Dawson.....	do	do
Daphne.....	State Normal School.....	H. H. Holmes.....	June 4	July 17
Florence.....	do.....	H. J. Willingham.....	May 28	Aug. 9
Jacksonville.....	do.....	C. W. Daugette.....	May 27	Aug. 10
Livingston.....	do.....	George W. Brock.....	June 3	Aug. 16
Montgomery.....	State Colored Normal School.....	J. W. Beverly.....	do	July 12
Normal.....	Agricultural and Mechanical College for Negroes.	Walter S. Buchanan.....	June 10	July 19
Troy.....	State Normal School.....	Edward M. Shackelford.....	May 28	Aug. 9
Tuskegee.....	Tuskegee Institute.....	Ezra C. Roberts.....	June 10	July 19
University.....	University of Alabama.....	James J. Doster.....	June 6	July 17
ARIZONA.				
Flagstaff.....	Northern Arizona Normal School.....	R. H. H. Blome.....	June 17	Aug. 9
ARKANSAS.				
Conway.....	Arkansas State Normal School.....	B. W. Torreyson.....	June 3	July 26
Fayetteville.....	University of Arkansas.....	James R. Jewell.....	June 17	July 27
CALIFORNIA.				
Arcata.....	Humboldt State Normal School.....	N. B. Van Matre.....	June 24	Aug. 22
Berkeley.....	University of California.....	Walter M. Hart.....	do	Aug. 3
Huntington Lake.....	Sierra Summer School (Fresno State Normal School).	W. B. Givens.....	July 1	Aug. 9
Los Angeles.....	University of California (Southern Division).	Monroe E. Deutsch.....	June 24	Aug. 8
Do.....	University of Southern California.....	Thomas B. Stowell.....	do	do

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 1.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Clos.
CALIFORNIA—CON.				
Pacific Grove.....	Hopkins Marine Station (Leland Stanford Junior University).	Walter K. Fisher.....	June 18	Aug. 20
San Diego.....	State Normal School.....	Edward L. Hardy.....	July 1	Aug. 9
Santa Barbara.....	State Normal School of Manual Arts and Home Economics.	Mary H. Tracy.....	June 24	Aug. 30
Stanford University.....	Leland Stanford Junior University.....	Ray L. Wilbur.....	June 18	Aug. 22
Swanton.....	Camp California Summer School of Surveying (University of California).	Francis S. Foote, Jr.....	May 16	June 15
COLORADO.				
Boulder.....	University of Colorado.....	Milo G. Derham.....	June 24	Aug. 3
Denver.....	Denver Normal and Preparatory School.	M. F. Miller.....	June 10	Do.
Do.....	Graduate courses in Ophthalmology (University of Colorado).	Edward Jackson.....	June 24	Do.
Fort Collins.....	Colorado Agricultural College.....	S. Arthur Johnson.....	June 3	July 12
Greeley.....	Colorado State Teachers College.....	John G. Crabbe.....	June 17	Aug. 23
Gunnison.....	Colorado State Normal School.....	James H. Kelley.....	do.	July 26
Tolland.....	School of Mountain Field Biology (University of Colorado).	Francis Ramsay.....	June 24	Aug. 3
University Park.....	University of Denver.....	Wilber D. Engle.....	June 17	Aug. 23
Woodland Park.....	Summer School of Surveying (Colorado College).	Frank M. Okey.....	May 15	June 15
CONNECTICUT.				
Danbury.....	State Normal School.....	J. R. Perkins.....	July 9	Aug. 17
New Haven.....	New Haven Normal School of Gymnastics.	E. H. Arnold.....	July 29	Aug. 21
DELAWARE.				
Newark.....	Delaware College.....	George S. Counts.....	July 8	Aug. 10
DISTRICT OF COLUMBIA.				
Washington.....	Catholic Sisters College.....	Thomas E. Shields.....	June 28	Aug. 7
Do.....	George Washington University.....	William C. Ruediger.....	June 22	Aug. 2
Do.....	National University Law School.....	Charles F. Carusi.....	June 17	Aug. 14
FLORIDA.				
Gainesville.....	University of Florida.....	A. A. Murphree.....	June 17	Aug. 9
Madison.....	Florida Normal Institute.....	W. B. Cate.....	June 11	Aug. 24
Tallahassee.....	Florida State College for Women.....	N. M. Selley.....	June 17	Aug. 9
GEORGIA.				
Athens.....	University of Georgia.....	Howard W. Odum.....	July 1	Aug. 3
Atlanta.....	Georgia School of Technology.....	A. B. Morton.....	July 22	Sept. 14
Macon.....	Mercer University.....	R. L. Pulliam.....	June 15	Aug. 24
Milledgeville.....	Georgia Normal and Industrial College.....	M. M. Parks.....	June 1	June 20
Oxford.....	Emory College.....	Nolan A. Goodyear.....	June 18	Aug. 14
Valdosta.....	South Georgia State Normal College.....	R. H. Powell.....	June 6	June 30
IDAHO.				
Albion.....	State Normal School.....	G. A. Axline.....	June 4	Aug. 2
Lewiston.....	do.....	Oliver M. Elliott.....	do.	Do.
ILLINOIS.				
Carbondale.....	Southern Illinois State Normal University.....	H. W. Shryock.....	June 24	Aug. 1
Charleston.....	Eastern Illinois State Normal School.....	L. C. Lord.....	June 10	July 10
Chicago.....	American College of Physical Education.	Clarence Rainwater.....	July 1	Aug. 10
Do.....	Armour Institute of Technology.....	H. M. Raymond.....	June 3	July 12
Do.....	Chicago Normal School.....	William B. Owen.....	July 1	Aug. 2
Do.....	Chicago Normal School of Physical Education.	Wilhelmina C. McEachern.....	do.	Aug. 10
Do.....	De Paul University.....	Martin V. Moore.....	June 26	Aug. 2
Do.....	Lewis Institute.....	George N. Carman.....	July 1	Aug. 26
Do.....	Loyola University.....	Edward Morgan.....	June 18	Oct. 1
Do.....	University of Chicago.....	Harry Pratt Judson.....	June 17	Aug. 30

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART I.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
ILLINOIS—contd.				
De Kalb.....	Northern Illinois State Normal School.	John W. Cook.....	June 24	Aug. 2
Evanson.....	Garrett Biblical Institute.....	Charles M. Stuart.....	June 17	Aug. 30
Do.....	Northwestern University.....	Clarence S. Marsh.....	July 1	Aug. 10
Macomb.....	Western Illinois State Normal School.	W. P. Morgan.....	June 10	July 19
Normal.....	Illinois State Normal University.....	David Feimley.....	do.....	Aug. 28
Peoria.....	Bradley Polytechnic Institute.....	Albert F. Siepert.....	June 19	July 26
Urbana.....	University of Illinois.....	K. C. Babcock.....	June 17	Aug. 9
Wheaton.....	Wheaton College.....	W. F. Rice.....	do.....	July 26
INDIANA.				
Bloomington.....	Indiana University.....	Will D. Howe.....	June 13	Aug. 9
Danville.....	Central Normal College.....	Jonathan Rigdon.....	May 21	Aug. 8
Goshen.....	Goshen College.....	Daniel S. Gerig.....	June 10	Aug. 23
Greencastle.....	De Pauw University.....	Harry B. Gough.....	June 5	Aug. 21
Hanover.....	Hanover College.....	W. A. Mills.....	June 10	Aug. 29
Indianapolis.....	Butler College.....	Thomas C. Howe.....	June 17	July 27
Do.....	Indiana Central University.....	I. J. Good.....	May 27	Aug. 17
Do.....	Normal College of the North American Gymnastic Union.	Emil Rath.....	July 1	July 2
Do.....	Teachers College of Indianapolis.....	Eliza A. Blaker.....	May 21	Sept. —
Do.....	Vocational education courses (Indi- ana University).	E. A. Lee.....	June 17	July 12
Marion.....	Marion Normal Institute.....	Stewart P. Hatton.....	June 3	Aug. 23
Muncie.....	Indiana State Normal School.....	B. F. Moore.....	June 17	Aug. 30
Notre Dame.....	St. Mary's College.....	Mother M. Pauline.....	July 1	Aug. 7
Oakland City.....	Oakland City College.....	W. P. Dearing.....	June 10	Aug. 30
Terre Haute.....	Indiana State Normal School.....	Wm. W. Parsons.....	June 17	Do.
Valparaiso.....	Valparaiso University.....	Henry B. Brown.....	May 28	Aug. 15
Winona Lake.....	Indiana University Biological Station.	Carl H. Eigenmann.....	June 15	Aug. 16
Do.....	Winona College.....	Charles Manchester.....	July 8	Aug. 15
IOWA.				
Ames.....	Iowa State College of Agriculture and Mechanic Arts.	G. M. Wilson.....	June 3	Aug. 22
Cedar Falls.....	Iowa State Teachers College.....	Homer H. Seerley.....	June 7	Aug. 23
Cedar Rapids.....	Coe College.....	W. S. Newell.....	June 10	Aug. 17
Denison.....	Iowa State Teachers College Extension	A. C. Fuller, Jr.....	June 7	Aug. 23
Des Moines.....	Des Moines-Highland Park College.....	Arthur E. Bennett.....	May 21	Aug. 10
Do.....	Drake University.....	W. F. Barr.....	June 10	Aug. 17
Dubuque.....	Dubuque College.....	George W. Heitkamp.....	June 24	Aug. 31
Fayette.....	Upper Iowa University.....	Chauncey P. Colegrove.....	June 10	Aug. 17
Indianola.....	Simpson College.....	James W. Campbell.....	do.....	Do.
Iowa City.....	State University of Iowa.....	Charles H. Weller.....	June 17	Aug. 24
Iowa Falls.....	Ellsworth College.....	Ido Franklin Meyer.....	June 10	Aug. 17
Millord.....	Macbride Lakeside Laboratory (State University of Iowa).	B. Shimek.....	June 17	July 27
Mount Pleasant.....	Iowa Wesleyan College.....	H. E. Jacques.....	May 13	July 15
Mount Vernon.....	Cornell College.....	George H. Betts.....	June 10	Aug. 17
Oskaloosa.....	Penn. College.....	S. M. Hadley.....	June 3	Aug. 10
Red Oak.....	Iowa State Teachers College Extension	Leslie I. Reed.....	June 7	Aug. 23
Sioux City.....	Morningside College.....	E. A. Brown.....	June 10	Aug. 30
Spencer.....	Iowa State Teachers College Extension	Hugh S. Buffum.....	June 7	Aug. 23
KANSAS.				
Baldwin City.....	Baker University.....	Lillian Scott.....	May 16	June 27
Emporia.....	Kansas State Normal School.....	Norman Triplett.....	May 29	July 23
Hays.....	Fort Hays Kansas Normal School.....	W. A. Lewis.....	May 28	Do.
Lawrence.....	University of Kansas.....	Frederick J. Kelly.....	June 4	Aug. 9
Manhattan.....	Kansas State Agricultural College.....	Edwin L. Holton.....	May 31	Aug. 2
Pittsburg.....	State Manual Training Normal School.	W. A. Brandenburg.....	May 27	July 17
Topeka.....	Washburn College.....	Parley P. Womer.....	May 24	July 3
Wichita.....	Fairmount College.....	Arthur J. Hoare.....	June 10	July 19
Do.....	Friends University.....	Grace E. Maclean.....	June 4	July 12
KENTUCKY.				
Bowling Green.....	Western Kentucky State Normal School.	H. H. Cherry.....	June 17	July 26
Lexington.....	University of Kentucky.....	James T. C. Noe.....	do.....	July 28
Richmond.....	Eastern Kentucky State Normal School.	Thomas J. Coates.....	do.....	July 26

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART I.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
LOUISIANA.				
Baton Rouge.....	Louisiana State University.....	Delmar T. Powers.....	June 6	Aug. 7
Natchitoches.....	Louisiana State Normal School.....	V. L. Roy.....	May 29	July 3
New Orleans.....	Tulane University of Louisiana.....	A. B. Dinwiddie.....	June 10	July 20
Do.....	College of Medicine.....	Isadore Dyer.....	do.	Do.
MAINE.				
Castine.....	Eastern State Normal School.....	Albert F. Richardson.....	July 15	Aug. 2
Farmington.....	State Normal School.....	W. G. Mallett.....	June 24	July 12
Fort Kent.....	do.....	Mary P. Nowland.....	do.	Do.
Gorham.....	do.....	W. E. Russell.....	do.	Do.
Machias.....	do.....	Wm. L. Powers.....	do.	Do.
Presque Isle.....	do.....	San Lorenzo Merriman.....	July 15	Aug. 23
Technology.....	Surveying camp of Massachusetts Institute of Technology.	Charles M. Spofford.....	July 30	Sept. 16
MARYLAND.				
Baltimore.....	Johns Hopkins University.....	Edward F. Buchner.....	July 9	Aug. 16
MASSACHUSETTS.				
Amherst.....	Massachusetts Agricultural College.....	Andrew S. Thomson.....	July 1	July 30
Boston.....	Boston University.....	Alexander H. Rice.....	July 8	Aug. 17
Do.....	Harvard Graduate School of Medicine.....	Horace D. Arnold.....	June 1	Sept. 30
Do.....	Posse Normal School of Gymnastics.....	Hartvig Nissen.....	June 26	Aug. 3
Do.....	Simmons College.....	Henry Lefavour.....	July 8	Aug. 16
Cambridge.....	Harvard University.....	K. G. T. Webster.....	July 1	Aug. 10
Do.....	Massachusetts Institute of Technology.....	Richard C. MacLaurin.....	June 10	Sept. 20
Fitchburg.....	State Normal School.....	John G. Thompson.....	July 8	Aug. 24
Hyannis.....	do.....	W. A. Baldwin.....	July 9	Aug. 9
Newton Center.....	Newton Theological Institution.....	W. N. Donovan.....	June 11	June 21
Woods Hole.....	Marine Biological Laboratory.....	Frank R. Lillie.....	July 3	Aug. 13
MICHIGAN.				
Ann Arbor.....	University of Michigan.....	Edward H. Kraus.....	July 1	Aug. 23
Do.....	Law School.....	do.....	June 24	Aug. 31
Do.....	Medical school.....	do.....	July 1	Aug. 9
Battle Creek.....	Normal School of Physical Education.....	Frank J. Born.....	July 8	Aug. 16
East Lansing.....	Michigan Agricultural College.....	Edward H. Ryder.....	June 24	Aug. 2
Kalamazoo.....	Western State Normal School.....	Dwight B. Waldo.....	do.	Do.
Marquette.....	Northern State Normal School.....	James H. B. Kaye.....	do.	Do.
Mount Pleasant.....	Central State Normal School.....	E. C. Warriner.....	do.	Do.
Topinabee.....	University of Michigan Biological Station.....	George R. La Rue.....	July 1	Aug. 23
Ypsilanti.....	Michigan State Normal College.....	Charles McKenny.....	June 24	Aug. 2
MINNESOTA.				
Duluth.....	State Normal School.....	E. W. Bohannon.....	June 17	July 26
Mankato.....	do.....	Charles H. Cooper.....	do.	Do.
Minneapolis.....	University of Minnesota.....	Lotus D. Coffman.....	June 24	Aug. 2
Moorhead.....	State Normal School.....	Frank A. Weld.....	June 17	July 26
St. Cloud.....	do.....	J. C. Brown.....	do.	Do.
St. Paul.....	State Teachers' Training School.....	A. V. Storm.....	do.	Do.
Do.....	University of Minnesota College of Agriculture.....	Roscoe W. Thatcher.....	do.	Do.
Winona.....	College of St. Teresa.....	Mary A. Molloy.....	June 28	Aug. 8
Do.....	State Normal School.....	G. E. Maxwell.....	June 17	July 26
MISSISSIPPI.				
Agricultural College.....	Mississippi A. and M. College.....	Joseph C. Robert.....	June 11	July 20
Hattiesburg.....	Mississippi Normal College.....	Joe Cook.....	May 20	June 21
Meridian.....	Meridian College.....	A. S. McClelland.....	June 10	July 13
MISSOURI.				
Cameron.....	Missouri Wesleyan College.....	Emily S. Dexter.....	June 3	July 26
Cape Girardeau.....	State Normal School.....	W. S. Dearmont.....	do.	Aug. 9
Columbia.....	University of Missouri.....	Charles H. Williams.....	June 6	Aug. 1
Kirkville.....	State Normal School.....	John R. Kirk.....	May 29	Aug. 7
Marshall.....	Missouri Valley College.....	Albert McGinnis.....	June 8	Aug. 10
Maryville.....	State Normal School.....	Ira Richardson.....	May 27	Aug. 3
Rolla.....	State School of Mines.....	A. L. McRae.....	do.	July 6

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 1.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
MISSOURI—contd.				
St. Louis.....	Forest Park College; School of Music.....	Anna S. Cairns.....	June 1	Sept. 1
Do.....	Harris Teachers College.....	E. George Payne.....	June 17	July 20
Do.....	St. Louis University Medical School.....	D. M. Schoemaker.....	May 27	July 6
Springfield.....	State Normal School.....	W. T. Carrington.....	do.....	Aug. 3
Warrensburg.....	do.....	E. L. Hendricks.....	do.....	Do.
Warrenton.....	Central Wesleyan College.....	H. Voshell.....	do.....	Do.
MONTANA.				
Bozeman.....	Montana State College of Agriculture and Mechanic Arts.....	John H. Holst.....	June 17	July 27
Dillon.....	State Normal College.....	Joseph E. Monroe.....	June 4	Aug. 23
Missoula.....	University of Montana.....	Jesse P. Rowe.....	June 17	Aug. 30
Polson.....	University of Montana Biological Station.....	M. J. Elrod.....	June 18	July 31
NEBRASKA.				
Chadron.....	State Normal School.....	Robert I. Elliott.....	June 3	July 26
Collegeview.....	Union College.....	Harvey A. Morrison.....	June 11	Aug. 5
Fremont.....	Fremont College.....	W. H. Clemmons.....	do.....	Aug. 16
Hastings.....	Hastings College.....	R. B. Crone.....	do.....	Aug. 2
Kearney.....	State Normal School.....	George S. Dick.....	June 3	July 26
Lincoln.....	University of Nebraska.....	W. G. Hastings.....	May 27	Aug. 16
Omaha.....	Creighton University.....	William P. Whelan.....	June 19	Aug. 2
Do.....	University of Omaha.....	Paul R. Stevenson.....	June 17	Aug. 9
Peru.....	State Normal School.....	D. W. Hayes.....	June 3	July 26
University Place.....	Nebraska Wesleyan University.....	Bertram E. McProud.....	May 28	July 19
Wayne.....	State Normal School.....	U. S. Conn.....	June 3	July 26
York.....	York College.....	C. E. Ashcraft.....	do.....	Do.
NEVADA.				
Reno.....	University of Nevada.....	George F. James.....	June 17	July 26
NEW HAMPSHIRE.				
Hanover.....	Dartmouth College.....	James L. McConaughy.....	July 9	Aug. 16
Keene.....	Joint session, State Normal Schools of Plymouth and Keene.....	Wallace E. Mason.....	do.....	Do.
NEW JERSEY.				
Hoboken.....	Stevens Institute of Technology.....	Alex. C. Humphreys.....	Aug. 12	Sept. 7
Newark.....	Newark Normal School for Physical Education and Hygiene.....	Randall D. Warden.....	July 8	Aug. 16
New Brunswick.....	Rutgers College.....	Charles H. Elliott.....	July 1	Aug. 9
NEW MEXICO.				
East Las Vegas.....	New Mexico Normal University.....	F. H. H. Roberts.....	June 4	July 25
Silver City.....	New Mexico State Normal School.....	E. L. Enloe.....	June 3	July 26
NEW YORK.				
Alfred.....	Alfred University.....	Paul F. Tittsworth.....	July 9	Aug. 21
Auburn.....	Auburn Theological Seminary.....	George B. Stewart.....	July 8	July 27
	Summer School for Christian Workers.....	do.....	July 29	Aug. 10
Brooklyn.....	Adelphi College.....	A. G. Fradenburgh.....	July 8	Aug. 16
Geneseo.....	State Normal School.....	James V. Sturges.....	do.....	Aug. 17
Ithaca.....	Cornell University.....	George P. Bristol.....	do.....	Aug. 16
New Rochelle.....	College of New Rochelle.....	M. M. Xavier.....	July 5	Aug. 9
New York.....	College of the City of New York.....	Paul Klapper.....	July 1	Aug. 23
Do.....	Columbia University.....	James C. Egbert.....	July 8	Aug. 16
Do.....	Hunter College.....	Raymond B. Earle.....	July 1	Aug. 10
Do.....	New York University.....	James E. Lough.....	do.....	Aug. 9
Oneonta.....	State Normal School.....	Percy I. Bugbee.....	July 8	Aug. 16
Syracuse.....	Syracuse University.....	E. Ellwood Smith.....	do.....	Do.
Troy.....	Rensselaer Polytechnic Institute.....	Palmer C. Ricketts.....	June 14	Aug. 14
NORTH CAROLINA.				
Chapel Hill.....	University of North Carolina.....	N. W. Walker.....	June 11	July 25
Cullowhee.....	Cullowhee Normal and Industrial School.....	A. C. Reynolds.....	June 12	Do.
Elizabeth City.....	State Colored Normal and Industrial School.....	P. W. Moore.....	July 1	Do.

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART I.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
NORTH CAROLINA—continued.				
Greensboro.....	State Normal and Industrial College.....	Walter C. Jackson.....	May 31	July 26
Greenville.....	East Carolina Teachers Training School.....	C. W. Wilson.....	June 11	Aug. 3
Wake Forest.....	Wake Forest College.....	Wm. L. Potest.....	June 4	Aug. 23
West Raleigh.....	North Carolina State College of Agriculture and Engineering.	W. A. Withers.....	June 11	July 25
NORTH DAKOTA.				
Ellendale.....	State Normal and Industrial School.....	R. M. Black.....	June 23	Aug. 1
Jamestown.....	Jamestown College.....	Wm. B. Thomas.....	June 25	Aug. 7
Mayville.....	State Normal School.....	Thos. A. Hillyer.....	July 1	Do
Minot.....	do.....	William F. Clarke.....	June 26	Aug. 6
University.....	University of North Dakota.....	A. J. Ladd.....	June 24	Aug. 2
Valley City.....	State Normal School.....	George A. McFarland.....	June 26	Aug. 6
OHIO.				
Ada.....	Ohio Northern University.....	John Davison.....	May 28	Aug. 16
Akron.....	Municipal University of Akron, College of Engineering.	Fred E. Ayer.....	June 3	Aug. 17
Alliance.....	Mount Union College.....	J. B. Bowman.....	June 24	Aug. 2
Ashland.....	Ashland College.....	Wm. D. Furry.....	May 6	July 26
Athens.....	Ohio University.....	Alston Ellis.....	June 22	Aug. 2
	Continuation summer school.....	John J. Richeson.....	Aug. 5	Sept. 7
Berea.....	Baldwin-Wallace College.....	F. D. Ward.....	June 17	July 27
Bluffton.....	Bluffton College.....	N. E. Byers.....	June 3	Aug. 23
Bowling Green.....	State Normal College ¹	H. B. Williams.....	Apr. 29	Aug. 24
Cleveland.....	Case School of Applied Science.....	C. S. Howe.....	June 24	Aug. 2
Columbus.....	Ohio State University.....	M. Blakemore Evans.....	do.....	Aug. 16
Defiance.....	Defiance College ²	Albert G. Caris.....	May 6	Sept. 6
Kent.....	State Normal College ²	J. E. McGilvrey.....	Apr. 29	Aug. 30
New Concord.....	Muskingum College ²	Howard McDonald.....	do.....	Do.
Oberlin.....	Oberlin College.....	Edward A. Miller.....	June 21	Aug. 8
Oxford.....	Miami University ²	H. C. Minnick.....	Apr. 29	Aug. 30
Put in Bay.....	Lake Laboratory (Ohio State University).	Herbert Osborn.....	June 24	Aug. 3
Rio Grande.....	Rio Grande College.....	W. G. Scarberry.....	do.....	Aug. 2
Springfield.....	Wittenberg College.....	T. Bruce Birch.....	do.....	Do.
Toledo.....	Toledo University.....	Frank V. Quillin.....	July 1	Aug. 12
Westerville.....	Otterbein University.....	W. G. Clippinger.....	June 17	July 26
Wilberforce.....	Wilberforce University (colored).....	Gilbert H. Jones.....	June 24	Aug. 3
Wilmington.....	Wilmington College.....	J. Edwin Jay.....	June 18	Aug. 9
OKLAHOMA.				
Ada.....	East Central State Normal School.....	J. M. Gordon.....	May 24	July 20
Alva.....	Northwestern State Normal School.....	A. S. Faulkner.....	do.....	Do.
Durant.....	Southeastern State Normal School.....	T. D. Brooks.....	do.....	Do.
Edmond.....	Central State Normal School.....	J. W. Graves.....	May 23	July 19
Norman.....	University of Oklahoma.....	W. W. Phelan.....	June 1	July 31
Stillwater.....	Oklahoma Agricultural and Mechanical College.....	J. H. Bowers.....	June 3	Aug. 2
Tahlequah.....	Northeastern State Normal School.....	G. W. Gable.....	May 27	July 19
Weatherford.....	Southwestern State Normal School.....	J. B. Eskridge.....	May 24	July 20
OREGON.				
Corvallis.....	Oregon Agricultural College.....	E. D. Reasler.....	June 10	July 20
Eugene.....	University of Oregon.....	Joseph Schafer.....	June 24	Aug. 2
Monmouth.....	Oregon Normal School.....	J. H. Ackerman.....	do.....	July 2
Portland.....	Reed College.....	Everett C. Beach.....	do.....	Sept. 3
Do.....	University of Oregon Extension.....	George Rebec.....	do.....	Aug. 2
PENNSYLVANIA.				
Allentown.....	Muhlenberg College.....	Isaac M. Wright.....	June 29	Aug. 9
Beaver Falls.....	Geneva College.....	R. H. Martin.....	June 10	Aug. 3
Collegeville.....	Ursinus College.....	W. A. Kline.....	June 24	Aug. 2
Grove City.....	Grove City College.....	Weir C. Kettler.....	June 21	Do.
Millersville.....	State Normal School.....	P. M. Harbold.....	June 24	Do.
Philadelphia.....	Dropsie College.....	Cyrus Adler.....	July 9	Aug. 23
Do.....	Temple University.....	James H. Dunham.....	July 8	Aug. 17
Pittsburgh.....	University of Pittsburgh.....	J. C. Fettermann.....	July 1	Aug. 24

¹ Summer term includes 3 sessions.² Summer school includes 3 terms of 6 weeks each.

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 1.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
PENNSYLVANIA—continued.				
Sellinsgrove.....	Susquehanna University.....	Herbert A. Allison.....	June 24	Aug. 2
South Bethlehem.....	Lehigh University.....	Percy Hughes.....	July 1	Aug. 24
Shippensburg.....	Cumberland Valley State Normal School.....	J. B. Helges.....	do.	Aug. 9
State College.....	Pennsylvania State College.....	Edwin R. Smith.....	do.	Do.
West Chester.....	State Normal School.....	Addison L. Jones.....	June 24	Aug. 2
SOUTH CAROLINA.				
Orangeburg.....	Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina.	B. F. Cox.....	June 24	July 19
Rock Hill.....	Winthrop Normal and Industrial College.	David B. Johnson.....	June 18	July 26
SOUTH DAKOTA.				
Aberdeen.....	Northern Normal and Industrial School.	Willis E. Johnson.....	June 3	Aug. 22
Brookings.....	South Dakota State College of Agriculture and Mechanic Arts.	E. D. Stivers.....	June 10	July 13
Huron.....	Huron College.....	C. W. Hochstetler.....	May 20	June 21
Madison.....	State Normal School.....	F. A. Buechel.....	June 3	Aug. 23
Mitchell.....	Dakota Wesleyan University.....	Herbert Patterson.....	June 10	July 19
Spearfish.....	State Normal School.....	F. L. Cook.....	June 11	Do.
Springfield.....	do.....	G. G. Wenzlaff.....	May 27	Aug. 3
Vermilion.....	University of South Dakota.....	W. Franklin Jones.....	June 10	July 19
Yankton.....	Yankton College.....	M. A. Stewart.....	June 3	July 12
TENNESSEE.				
Harrogate.....	Lincoln Memorial University.....	B. A. Wise.....	May 13	Aug. 2
Johnson City.....	East Tennessee State Normal School.....	Sidney G. Gilbreath.....	June 11	July 20
Knoxville.....	Knoxville College (colored).....	R. W. McGranahan.....	do.	July 22
Do.....	University of Tennessee.....	Brown Ayres.....	June 18	July 26
Memphis.....	West Tennessee State Normal School.....	J. W. Brister.....	June 10	July 19
Murfreesboro.....	Middle Tennessee State Normal School.....	R. L. Jones.....	do.	Do.
Nashville.....	George Peabody College for Teachers.....	Bruce R. Payne.....	June 13	Aug. 23
Do.....	Tennessee Agricultural and Industrial State Normal School (colored).....	W. J. Hale.....	do.	July 19
TEXAS.				
Ablene.....	Simmons College.....	J. D. Sandefer.....	June 6	Aug. 22
Austin.....	University of Texas.....	W. S. Sutton.....	June 12	Aug. 31
Belton.....	Baylor College.....	W. M. W. Splawn.....	June 5	Aug. 10
Canyon.....	West Texas State Normal College.....	R. B. Cousins.....	June 10	Aug. 17
College Station.....	Agricultural and Mechanical College of Texas.	James O. Morgan.....	June 3	July 27
Commerce.....	East Texas State Normal College.....	R. B. Binnion.....	June 11	Aug. 22
Dallas.....	Southern Methodist University.....	John H. Keen.....	June 12	July 31
Denton.....	College of Industrial Arts.....	F. M. Brulley.....	June 4	Aug. 22
Do.....	North Texas State Normal College.....	W. H. Bruce.....	do.	Aug. 10
Fort Worth.....	Southwestern Baptist Theological Seminary.....	Lee R. Scarborough.....	June 3	July 12
Do.....	Texas Christian University.....	E. M. Waits.....	June 10	July 19
Georgetown.....	Southwestern University.....	R. W. Tinsley.....	June 17	Aug. 31
Huntsville.....	Sam Houston Normal Institute.....	H. F. Estill.....	June 7	Aug. 14
Prairie View.....	Prairie View State Normal (colored).....	I. M. Terrell.....	June 5	Aug. 10
San Marcos.....	Southwest Texas State Normal School.....	C. E. Evans.....	June 6	Aug. 13
Waco.....	Baylor University.....	S. P. Brooks.....	June 10	Aug. 23
Waxahachie.....	Trinity University.....	W. M. Liggett.....	do.	July 20
UTAH.				
Logan.....	Agricultural College of Utah.....	J. H. Linford.....	June 10	Aug. 30
Salt Lake City.....	University of Utah.....	Milton Bennion.....	do.	Do.
VERMONT.				
Burlington.....	University of Vermont and State Agricultural College.	J. F. Messenger.....	July 8	Aug. 16
Castleton.....	State Normal School.....	Charles A. Adams.....	July 1	July 28
Johnson.....	do.....	Bessie B. Goodrich.....	do.	Do.
Middlebury.....	Middlebury College.....	Raymond McFarland.....	do.	Do.

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 1.—UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
VIRGINIA.				
Charlottesville.....	University of Virginia.....	Charles G. Maphis.....	June 17	July 27
Dublin.....	College of William and Mary.....	J. S. Wilson.....	do.	Aug. 10
East Radford.....	State Normal School.....	J. P. McConnell.....	do.	Aug. 30
Emory.....	Emory and Henry College.....	Fred Allison.....	June 13	July 25
Fredericksburg.....	State Normal School.....	E. H. Russell.....	June 17	July 24
Hampton.....	Hampton Normal and Agricultural Institute (colored).....	George P. Phenix.....	June 19	July 17
Harrisonburg.....	State Normal School.....	William T. Sanger.....	June 17	Aug. 30
Petersburg.....	Virginia Normal and Industrial Institute (colored).....	J. M. Gandy.....	do.	July 27
Richmond.....	Virginia Union University (colored).....	George R. Hovey.....	do.	July 26
WASHINGTON.				
Bellingham.....	State Normal School.....	George W. Nash.....	June 3	Aug. 2
Centralia.....	Centralia Summer Normal (Ellensburg State Normal School).....	Earl S. Wooster.....	do.	Do.
Cheney.....	State Normal School.....	J. E. Buchanan.....	do.	Do.
Ellensburg.....	do.....	George H. Black.....	do.	Do.
Friday Harbor.....	Puget Sound Biological Station (University of Washington).....	T. C. Frye.....	June 24	
Pullman.....	State College of Washington.....	A. A. Cleveland.....	June 3	July 13
Puyallup.....	Summer School of Agriculture (State College of Washington).....	Frank O. Kreeger.....	June 24	Aug. 2
Seattle.....	University of Washington.....	Frederick E. Bolton.....	June 18	Aug. 31
Tacoma.....	College of Puget Sound.....	O. Edgar Reynolds.....	do.	Aug. 17
WEST VIRGINIA.				
Athens.....	Concord State Normal School.....	Frod A. Forster.....	June 11	Aug. 3
Bethany.....	Bethany College.....	T. E. Cramblet.....	June 20	July 31
Buckhannon.....	West Virginia Wesleyan College.....	T. W. Haught.....	June 13	Aug. 8
Fairmont.....	State Normal School.....	Joseph Rosier.....	June 17	July 26
Glenville.....	do.....	E. G. Rohrbaugh.....	June 6	July 31
Huntington.....	Marshall College.....	O. I. Woodley.....	June 17	July 26
Morgantown.....	West Virginia University.....	Waitman Barbe.....	do.	Aug. 17
Shepherdstown.....	Shepherd College State Normal School.....	A. D. Kenamond.....	do.	July 26
West Liberty.....	State Normal School.....	John C. Shaw.....	do.	Do.
WISCONSIN.				
Berlin.....	Green Lake County Training School.....	C. D. Lamberton.....	June 17	July 26
Eau Claire.....	State Normal School.....	C. J. Brewer.....	do.	Do.
La Crosse.....	do.....	Fassett A. Cotton.....	do.	Do.
Madison.....	University of Wisconsin.....	S. H. Goodnight.....	June 24	Aug. 2
Menomonie.....	Stout Institute.....	R. H. Rodgers.....	July 29	Aug. 30
Milwaukee.....	Marquette University.....	J. A. Murphy.....	June 24	Aug. 2
Do.....	National German-American Teachers' Seminary.....	Max Griebesch.....	July 1	Do.
Do.....	State Normal School.....	C. G. Pearse.....	June 24	July 27
Oshkosh.....	do.....	H. A. Brown.....	do.	Aug. 2
Platteville.....	do.....	A. M. Royce.....	June 17	July 26
River Falls.....	do.....	J. H. Ames.....	June 10	July 19
Stevens Point.....	do.....	J. F. Sims.....	June 24	Aug. 2
Superior.....	do.....	V. E. McCaskill.....	June 17	July 26
Whitewater.....	do.....	A. H. Yoder.....	do.	July 20
WYOMING.				
Laramie.....	University of Wyoming.....	J. E. Butterworth.....	June 17	July 26

PART 2.—SECONDARY SCHOOLS, INCLUDING INSTITUTIONS OF HIGHER RANK NOT APPEARING IN PART 1.

ALABAMA.				
Fairhope.....	Fairhope Summer School.....	Marietta L. Johnson.....	June 3	July 15
Huntsville.....	Oakwood Manual Training School (colored).....	J. I. Beardsley.....	June 4	July 16
CALIFORNIA.				
Berkeley.....	California School of Arts and Crafts.....	F. H. Meyer.....	June 24	Aug. 2
Los Angeles.....	Krotona Institute of Theosophy.....	Frederick F. Strong.....	July 20	Sept. 1
Do.....	Los Angeles School of Art and Design.....	L. E. G. Macleod.....	June 18	Sept. 14

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 2.—SECONDARY SCHOOLS, INCLUDING INSTITUTIONS OF HIGHER RANK NOT APPEARING IN PART 1—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
CALIFORNIA—CON.				
Riverside.....	Riverside Library Service School.....	Joseph F. Daniels.....	June 24	Aug. 16
San Francisco.....	California School of Fine Arts.....	Lee F. Randolph.....	do.....	Aug. 3
San Jose.....	Washburn School.....	Mary Meyrick.....	July 8	Aug. 16
CONNECTICUT.				
East Canaan.....	Clarence H. White School of Photog- raphy.....	Clarence H. White.....	July 8	Aug. 17
New Haven.....	University School.....	George L. Fox.....	July 24	Sept. 20
Norwalk.....	Harström School.....	Carl A. Harström.....	Aug. 1	Sept. 16
Simsbury.....	Simsbury Summer Tutoring School.....	Walter L. Ferris.....	July 22	Sept. 22
Stamford.....	Thorpe School.....			
DELAWARE.				
Dover.....	State College for Colored Students.....	A. R. Spald.....	June 10	July 13
DISTRICT OF COLUMBIA.				
Washington.....	Emerson Institute.....	{ W. H. Randolph..... A. McD. Crawford.....	June 17	Sept. 20
FLORIDA.				
Tallahassee.....	Florida A. and M. College for Negroes..	Nathan B. Young.....	June 17	Aug. 9
GEORGIA.				
Mount Berry.....	Berry School.....	C. B. Collier.....	May 1	Aug. 27
IDAHO.				
Pocatello.....	Idaho Technical Institute.....	Miles F. Reed.....	June 3	July 12
Rexburg.....	Ricks Normal College.....	George S. Romney.....	June 4	Aug. 30
ILLINOIS.				
Chicago.....	American Conservatory of Music.....	J. J. Hattstaedt.....	June 24	July 27
Chicago (330 Web- ster Ave.).....	Applied Arts Summer School.....	Florence H. Fitch.....	July 1	July 20
Chicago.....	Art Institute of Chicago.....	George W. Eggers.....	June 24	Sept. 13
Do.....	Chicago Academy of Fine Arts.....	Carl N. Wernitz.....	do.....	Aug. 31
Do.....	Chicago Kindergarten Institute.....	Mary B. Page.....	July 1	July 27
Do.....	Chicago Musical College.....	Felix Borowski.....	June 24	Aug. 3
Do.....	Chicago School of Applied and Normal Art.....	Emma M. Church.....	July 29	Aug. 24
Do.....	Chicago School of Civics and Philan- thropy.....	Graham Taylor.....	June 19	July 26
Do.....	Chicago School of Industrial Art.....	Hugo B. Froehlich.....	July 1	Aug. 2
Do.....	Columbia Normal School of Physical Education.....	Mary A. Blood.....	do.....	Aug. 11
Do.....	Columbia School of Music.....	Clare Osborne Reed.....	June 24	July 27
Do.....	Cosmopolitan School of Music and Dramatic Art.....	William C. Williams.....	do.....	Do.
Do.....	Gregg Summer Normal.....	Henry J. Holm.....	July 1	Aug. 9
Do.....	National Institute of Secretaries.....	Oliver McEwan.....	July 8	Aug. 23
Do.....	National Kindergarten College.....	Elizabeth Harrison.....	June 17	Aug. 9
Do.....	Pestalozzi - Froebel Kindergarten Training School.....	Bertha H. Hegner.....	July 1	Aug. 6
Do.....	Sherwood Music School.....	Walter Keller.....	July 8	Aug. 19
Evans ton.....	American Institute of Normal Methods.....	Edward B. Birge.....	July 1	July 19
Lake Forest.....	National Summer School of Music.....	Ada M. Fleming.....	June 29	July 27
INDIANA.				
Culver.....	Culver Military Academy.....	H. G. Glascock.....	July 3	Aug. 28
Indianapolis.....	John Herron Art Institute.....	Harold H. Brown.....	June 10	Aug. 31
North Manchester.....	Manchester College.....	Otho Winger.....	May 27	Aug. 17
St. Mary-of-the- Woods.....	St. Mary-of-the-Woods College.....	Sister Basil.....	July 1	Aug. 8

* All normal courses close Aug. 2.

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 2.—SECONDARY SCHOOLS, INCLUDING INSTITUTIONS OF HIGHER RANK NOT APPEARING IN PART 1—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
IOWA.				
Cedar Rapids.....	Palmer Method Summer School.....	W. C. Hemming.....	June 17	July 26
Cherokee.....	Mount St. Mary Normal Training School.....	Mother Gertrude.....	July 1	Aug. 6
Iowa Falls.....	Edgewood School of Domestic Arts.....	Eva Simplot.....	June 11	July 23
Ottumwa.....	St. Joseph's Academy.....	Sister Mary Geraldine.....	June 10	Aug. 16
LOUISIANA.				
Baton Rouge.....	Southern University and A. and M. College (colored).....	J. S. Clark.....	June 10	July 20
La Fayette.....	Southwestern Louisiana Industrial Institute.....	E. L. Stephens.....	June 3	Aug. 3
Ruston.....	Louisiana Industrial Institute.....	J. E. Keeny.....	May 28	July 24
Shreveport.....	Centenary College.....	Hugh J. Smith.....	June 10	Aug. 9
MAINE.				
Boothbay-Harbor.....	Commonwealth School of Art and Industry.....	Asa G. Randall.....	July 1	Sept. 6
Ogunquit.....	Summer School of Modeling.....	V. D. Brenner.....	July 10	Aug. 20
MARYLAND.				
Baltimore.....	Peabody Conservatory of Music.....	Harold Randolph.....	July 8	Aug. 17
Princess Anne.....	Princess Anne Academy.....	T. H. Kiah.....	June 26	Aug. 1
MASSACHUSETTS.				
Andover.....	Phillips Academy Military Camp.....	Alfred E. Stearns.....	July 3	Aug. 14
Auburndale.....	American Institute of Normal Methods.....	Osborne McConathy.....	July 10	July 31
Boston.....	Emerson College of Oratory.....	Walter B. Tripp.....	July 6	Aug. 2
Boston (30 Hunt- ington Ave.).....	Farmer's (Miss) School of Cookery.....	Alice Bradley.....	July 1	July 26
Boston (306 Pierce Bldg.).....	School of Expression (5 terms).....	S. S. Curry.....	May 13	Aug. 30
Bourne.....	Old Colony Union Industrial School.....	M. Maud Myhre.....	June 27	Oct. 15
Monterey.....	Berkshire Summer School of Art.....	(Raymond P. Ensign..... Ernest W. Watson.....)	July 8	Aug. 16
Northampton.....	Institute of Music Pedagogy.....	R. L. Baldwin.....	do.	July 20
Oak Bluffs.....	Treat School.....	Edwin B. Treat.....	do.	Oct. 1
Provincetown.....	Cape Cod School of Art.....	Charles W. Hawthorne.....	July 1	Sept. 1
Provincetown.....	Summer School of Drawing and Paint- ing.....	E. Ambrose Webster.....	June 1	Oct. 1
Woburn.....	Warren Academy Free Industrial School.....	Frank Carter.....	July 1	Aug. 9
Worcester.....	Boys' Trade School.....	Albert J. Jameson.....	July 8	Aug. 16
Worcester.....	Girls' Trade School.....	Helen R. Hildreth.....	do.	Do.
MICHIGAN.				
Berrien Springs.....	Emmanuel Missionary College.....	Frederick Griggs.....	July 1	Aug. 12
Big Rapids.....	Ferris Institute.....	W. N. Ferris.....	May 20	Aug. 9
Detroit.....	Detroit Conservatory of Music.....	Frances L. York.....	June 24	July 27
Detroit.....	Detroit Technical Institute.....	B. D. Edwards.....	do.	Aug. 19
Grand Rapids.....	Grand Rapids Kindergarten Training School.....	Clara Wheeler.....	July 2	Aug. 12
Saugatuck.....	Summer School of Painting.....	Frederick F. Fursman.....	June 28	Aug. 18
MINNESOTA.				
Crookston.....	North West School of Agriculture.....	J. H. Hay.....	June 17	July 26
Minneapolis.....	Minneapolis School of Art.....	Mary M. Cheney.....	do.	Do.
Minneapolis.....	Minneapolis School of Music, Oratory, and Dramatic Art.....	(William H. Pontius..... Charles M. Holt.....)	do.	Aug. 9
Minneapolis.....	Minnesota College.....	Frank Nelson.....	May 27	July 13
Morris.....	West Central School of Agriculture.....	C. H. Barnes.....	June 17	July 26
MISSOURI.				
La Grange.....	La Grange College.....	D. J. Scott.....	June 8	Aug. 16
NEW HAMPSHIRE.				
South Chatham.....	Hill's (Mrs.) Summer School of Cook- ery.....	Janet M. Hill.....	July 8	Aug. 1

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 2.—SECONDARY SCHOOLS, INCLUDING INSTITUTIONS OF HIGHER RANK
NOT APPEARING IN PART 1—Continued.

Location.	Summer school.	Director in 1918.	Session of 1919.	
			Opening.	Closing.
NEW JERSEY.				
Princeton.....	Princeton Summer School.....	C. R. Morey.....	July 22	Sept. 16
Do.....	University Summer School.....	Garret S. Voorhees.....	do.....	Sept. 14
NEW YORK.				
Albany.....	New York State Library School.....	James I. Wyer, jr.....	June 26	July 17
Brooklyn.....	Brooklyn Botanic Garden.....	Ellen Eddy Shaw.....	July 9	Aug. 13
Chiff Haven.....	Catholic Summer School of America.....	John J. Donlan.....	July 1	Sept. 6
Cold Spring Har- bor.....	Brooklyn Institute of Arts and Sci- ences, Biological Laboratory.....	Charles B. Davenport.....	July 3	Aug. 13
Monroe.....	Mackenzie School.....	J. C. Mackenzie.....	July 9	Sept. 1
New York (109 E. 14th St.).....	American Progressive Piano School....	Gustav L. Becker.....	June 10	July 31
New York (215 W. 57th St.).....	Art Students' League of New York....	George B. Bridgman....	June 3	Sept. 21
New York (541 Lexington Ave.)	Bible Teachers' Training School.....	John A. Wood.....	June 19	July 30
New York (7 W. 42d St.).....	Chalf Normal School of Dancing.....	Louis H. Chalf.....	June 3	July 26
New York (109th St. and Amster- dam Ave.).....	National Academy of Design.....	George W. Maynard.....	June 1	Aug. 31
New York (72 Park Ave.).....	New York Preparatory School.....	E. E. Camerer.....	June 24	Sept. 6
New York.....	New York School of Fine and Applied Art.....	Frank A. Parsons.....	July 6	Aug. 17
Do.....	New York School of Philanthropy....	Porter R. Lee.....	July 8	Aug. 16
New York (30 Ir- ving Pl.).....	Palmer Method Summer School.....	S. E. Barton.....	July 1	July 29
Rochester.....	Rochester Business Institute Summer Normal.....	S. C. Williams and J. F. Forbes.....	do.....	July 31
Saint Josephs.....	Saint-Augustine-by-the-Lake Summer School.....	Mother Polycarps.....	do.....	Aug. 31
Saratoga Springs. Stady.....	Skidmore School of Arts.....	Sarah G. Ross.....	do.....	Aug. 9
Stady.....	"Blue Dome Frat" Summer School of Figure Painting.....	Hewling Woodward.....	June 1	Oct. 1
Woodstock.....	Art Students' League of New York....	Charles Rosen.....	June 15	Oct. 15
NORTH CAROLINA.				
Asheville.....	Southern Term of the School of Ex- pression of Boston, Mass.....	Anna B. Curry.....	June 29	Aug. 9
Boone.....	Appalachian Training School.....	B. B. Dougherty.....	June 13	July 26
Brevard.....	Brevard Institute.....	L. B. Haynes.....	June 11	July 21
Greensboro.....	Negro Agricultural and Technical College.....	F. C. Johnson.....	June 24	Aug. 3
OHIO.				
Cincinnati.....	Art Academy of Cincinnati.....	J. H. Gest.....	June 17	Aug. 24
Do.....	Ohio Mechanics' Institute.....	John T. Faig.....	June 24	Aug. 2
Columbus.....	Capitol College of Oratory and Music..	Frank S. Fox.....	June 12	Aug. 9
Do.....	State Summer Library School.....	J. Howard Rice.....	July 1	Aug. 10
Oberlin.....	Oberlin Business College Normal School.....	J. T. Henderson.....	June 17	do.....
Willoughby.....	Andrews Institute for Girls.....	S. D. Shankland.....	do.....	July 21
OKLAHOMA.				
Enid.....	Phillips University.....	J. W. Tyler.....	June 3	July 27
OREGON.				
Portland.....	Gregg Summer School (Link's Busi- ness College).....	A. T. Link.....	July 1	Aug. 30
PENNSYLVANIA.				
Chester Springs....	Pennsylvania Academy of the Fine Arts.....	D. Roy Miller.....	Mar. 29	Nov. 30
Fort Washington..	Darby School of Painting.....	Hugh H. Breckenridge..	June 3	July 20
Muncy.....	Lycoming County Normal.....	Sylvester B. Dunlap.....	June 24	Aug. 23
Philadelphia.....	Brown Preparatory School.....	Alonso Brown.....	June 20	Aug. 29
Do.....	Neff College.....	Silas S. Neff.....	July 1	July 26
Do.....	Pennsylvania Museum School of In- dustrial Art.....	O. F. Ege.....	July 8	Aug. 2

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 2.—SECONDARY SCHOOLS, INCLUDING INSTITUTIONS OF HIGHER RANK NOT APPEARING IN PART 1—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
PENNSYLVANIA— continued.				
Pittsburgh (Mount Oliver).	Byron W. King's School of Oratory...	Byron W. King.....	June 9	July 19
Swarthmore.....	Swarthmore Preparatory School.....	Walter C. Crouch.....	June 20	(1)
TENNESSEE.				
Cookeville.....	Tennessee Polytechnic Institute.....	Thomas A. Early.....	June 10	July 20
Quebeck.....	Webb Summer School.....	E. T. Price.....	May 31	Aug. 9
TEXAS.				
Clarendon.....	Clarendon College.....	L. E. Gribble.....	May 22	July 3
San Antonio.....	Our Lady of the Lake College.....	Mother M. Florence.....	July 1	July 31
Stephenville.....	John Tarleton College.....	R. F. Holloway.....	June 7	July 28
UTAH.				
Provo.....	Church Teachers College (Brigham Young University).	G. H. Brimhall.....	June 3	Aug. 23
VIRGINIA.				
Lawrenceville.....	St. Paul Normal and Industrial School (colored).	James S. Russell.....	June 26	July 24
WEST VIRGINIA.				
Salem.....	Salem College.....	C. B. Clark.....	June 3	July 26

PART 3.—SUMMER NORMAL TRAINING SCHOOLS.

Birmingham, Ala.	Birmingham Summer Training School.	C. B. Glenn.....	June 3	July 12
Do.....	Birmingham Summer Training School (colored).	.....	.....	.....
Mobile, Ala.....	Summer Training School for Teachers.	C. F. Vigor.....	June 3	July 12
Boulder, Colo.....	Colorado Chautauqua Summer Schools.	Charles C. Casey.....	July 8	Aug. 16
Boise, Idaho.....	State Summer School for Teachers.....	C. E. Rose.....	June 17	July 24
Franklinton, La.....	Florida Parishes State Normal School.	W. J. Dunn.....	June 10	July 20
Shreveport, La.....	Summer School for Teachers (colored).	R. P. Player.....	do.	Do.
Blue Mountain, Miss.	State Summer Normal.....	W. T. Lowrey.....	June 4	July 12
Clinton, Miss.....	Clinton Summer Normal.....	J. W. Provine.....	June 11	July 13
Mound Bayou, Miss.	State Normal for Negroes.....	G. H. Armstrong.....	July 22	Aug. 23
Newton, Miss.....	Newton Summer Normal.....	A. S. McClendon.....	June 10	July 13
Glendive, Mont.....	Summer School for Teachers.....	R. H. Brown.....	June 12	July 24
Havre, Mont.....	do.....	Laura G. Lovett.....	July 22	Aug. 31
Lewistown, Mont.....	do.....	F. L. Cummings.....	July 15	Aug. 24
Malta, Mont.....	do.....	Flora Sims.....	July 22	Aug. 30
Collingswood, N. J.....	do.....	T. D. Sensor.....	July 1	Aug. 9
Newton, N. J.....	do.....	do.....	do.	Do.
Ocean City, N. J.....	do.....	do.....	do.	Aug. 3
Cortland, N. Y.....	Cortland Summer School.....	L. J. McEvoy.....	July 2	Aug. 9
Dickinson, N. Dak.....	Summer School for Teachers.....	P. S. Berg.....	June 24	July 27
Oregon City, Oreg.....	County Summer School for Teachers.....	J. E. Calavan.....	July 29	Aug. 16
Portland, Oreg.....	Summer School of Primary Methods.....	Ruby S. Brennan.....	June 24	July 5
Brush Valley, Pa.....	Mechanicsburg Summer Normal.....	R. O. Lytle.....	May 6	June 28
Arlington, Pa.....	State Summer Normal.....	R. T. Ellis.....	June 10	July 25
Athens, Tex.....	do.....	C. G. Masterson.....	June 2	Do.
Austin, Tex.....	State Summer Normal (colored).....	B. F. Lee.....	June 10	Do.
Beaumont, Tex.....	State Summer Normal.....	H. F. Triplett.....	June 17	July 26
Do.....	State Summer Normal (colored).....	T. J. Carlton.....	June 3	Do.
Belton, Tex.....	State Summer Normal.....	Peyton Jacob.....	June 10	July 25
Brenham, Tex.....	do.....	D. H. Fisher.....	June 17	Do.
Brownwood, Tex.....	do.....	V. L. Griffin.....	June 3	July 24
Brownsville, Tex.....	do.....	W. F. Jourdan.....	June 12	July 26

¹ Sessions of 6, 10, and 14 weeks' duration.

XXVIII.—SUMMER SCHOOL DIRECTORS—Continued.

PART 3.—SUMMER NORMAL TRAINING SCHOOLS—Continued.

Location.	Summer school.	Director in 1918.	Session of 1918.	
			Opening.	Close.
Caldwell, Tex.....	State Summer Normal (colored).....	I. B. Bryant.....	June 17	July 25
Cisco, Tex.....	State Summer Normal.....	L. H. Denman.....	June 10	July 20
Comanche, Tex.....	do.....	J. B. Layne.....	June 3	July 25
Conroe, Tex.....	State Summer Normal (colored).....	A. M. Story.....	July 15	Aug. 22
Crockett, Tex.....	do.....	A. W. Pryor.....	June 17	do.
El Paso, Tex.....	State Summer Normal.....	R. R. Jones.....	June 3	do.
Fort Worth, Tex.....	State Summer Normal (colored).....	W. O. Bundy.....	do.	July 26
Gonzales, Tex.....	State Summer Normal.....	J. C. Cochran.....	do.	July 25
Greenville, Tex.....	do.....	J. A. Cagle.....	do.	do.
Hondo, Tex.....	do.....	T. L. Williams.....	do.	do.
Houston, Tex.....	do.....	A. F. English.....	do.	do.
Do.....	State Summer Normal (colored).....	W. L. Johnson.....	June 4	Aug. 22
Kaufman, Tex.....	do.....	W. H. Burnett.....	June 17	do.
La Grange, Tex.....	do.....	G. A. Randolph.....	June 10	July 25
McKinney, Tex.....	State Summer Normal.....	J. H. Head.....	do.	July 27
Do.....	State Summer Normal (colored).....	T. C. Martin.....	June 17	July 25
Marshall, Tex.....	State Summer Normal.....	G. H. Carpenter.....	June 3	Do. 24
Do.....	State Summer Normal (colored).....	R. D. Pemberton.....	June 17	Aug. 1
Meridian, Tex.....	State Summer Normal.....	C. C. Comer.....	June 3	July 25
Mt. Pleasant, Tex.....	State Summer Normal (colored).....	G. L. Nelson.....	July 8	Aug. 22
Paris, Tex.....	State Summer Normal.....	C. W. Bolin.....	June 3	July 26
San Antonio, Tex.....	do.....	Charles A. Arnold.....	June 12	July 25
Sherman, Tex.....	do.....	J. C. Pyle.....	June 10	do.
Tehuacana, Tex.....	do.....	J. J. Bates.....	June 11	Aug. 22
Tyler, Tex.....	State Summer Normal (colored).....	W. H. Seals.....	June 16	July 25
Victoria, Tex.....	do.....	C. H. McGruder.....	June 18	do.
Waco, Tex.....	do.....	R. L. Clark.....	June 17	July 24
Waelder, Tex.....	do.....	W. M. Lamkin.....	June 10	July 25
Weatherford, Tex.....	State Summer Normal.....	H. F. Grindstaff.....	June 17	Aug. 22
Woodville, Tex.....	do.....	P. I. Hunter.....	do.	July 26
Big Stone Gap, Va.....	Clinch Valley Summer School.....	J. A. Livesay.....	June 26	July 24
Christiansburg, Va.....	Christiansburg Summer School (colored).....	E. A. Long.....	do.	do.
Farmville, Va.....	Farmville Summer School.....	J. L. Jarman.....	June 17	do.
Galax, Va.....	Galax Summer School.....	B. M. Cox.....	June 26	do.
Louisa, Va.....	Louisa Summer School (colored).....	W. L. Ransome.....	do.	do.
Manassas, Va.....	Manassas Summer School (colored).....	F. D. Morton.....	do.	do.
Martinsville, Va.....	Martinsville Summer School.....	T. H. Phelps.....	do.	do.
Norfolk, Va.....	Norfolk Summer School.....	E. S. Brinkley.....	do.	do.
Do.....	Norfolk Summer School (colored).....	T. C. Erwin.....	do.	do.
Rocky Mount, Va.....	Rocky Mount Summer School (colored).....	W. F. Grasty.....	do.	do.
South Boston, Va.....	South Boston Summer School (colored).....	Frank Trigg.....	do.	do.
Seattle, Wash.....	Northwest Summer Normal.....	Charles Fagan.....	June 17	July 26
Spokane, Wash.....	Summer High and Normal School.....	Henry M. Hart.....	June 10	do.

PART 4.—SUMMER SCHOOLS FOR TEACHERS OF EXCEPTIONAL CLASSES.

Faribault, Minn....	Courses in mental deficiency (Minnesota School for Feeble Minded).....	Fred Kuhlman.....	June 24	Aug. 3
St. Louis, Mo.....	Central Institute for the Deaf.....	Julia M. Connery.....	June 20	July 20
Vineland, N. J.....	Summer school for teachers of backward and mentally deficient children (The Training School at Vineland).....	E. R. Johnstone.....	July 15	Aug. 24
Rome, N. Y.....	Summer Training School (Rome State Custodial Asylum).....	Charles Bernstein.....	July 1	July 27

XXIX.—DIRECTORS OF MUSEUMS.¹

Location.	Name of museum or of institution controlling it.	Director.
ALABAMA.		
Auburn.....	Alabama Polytechnic Institute.....	Charles C. Thach, president.
Birmingham.....	Birmingham School Museum.....	J. H. Phillips, superintendent.
Mobile.....	Y. M. C. A. Library and Museum.....	Lella Annspaugh, librarian.
Montgomery.....	Alabama Department of Archives and History.....	Thomas M. Owen, director.
Talladega.....	Talladega College.....	J. P. Metcalf, president.
University.....	Alabama Museum of Natural History.....	Eugene Allen Smith, director.
ALASKA.		
Juneau.....	Alaska Historical Library and Museum.....	Gov. J. F. A. Strong, official custodian.
Sitka.....	The Sheldon Jackson Museum.....	
ARIZONA.		
Tucson.....	University of Arizona Museum.....	Byron Cummings, curator.
ARKANSAS.		
Conway.....	Hendrix College, George H. Burr Museum of Natural History.....	M. J. McHenry, director.
Fayetteville.....	University of Arkansas.....	A. H. Purdue, State geologist.
CALIFORNIA.		
Avalon, Santa Catalina Island.....	Tuna Club.....	
Berkeley.....	University of California, Department of Botany.....	W. A. Setchell, in charge.
Do.....	University of California, Department of Geology and Mineralogy.....	Andrew C. Lawson, in charge.
Do.....	University of California, Museum of Paleontology.....	J. C. Merriam, in charge.
Do.....	University of California, Museum of Vertebrate Zoology.....	Joseph Grinnell, director.
Claremont.....	Pomona College.....	W. A. Hilton, in charge.
Los Angeles.....	Museum of History, Science, and Art.....	Frank B. Daggett, director.
Do.....	Chamber of Commerce Exhibit.....	Frank Wiggins, superintendent.
Do.....	Southern California Academy of Sciences.....	Holdridge O. Collins, secretary.
Do.....	The Southwest Museum.....	Elector Allhot, curator.
Do.....	University of Southern California.....	Albert B. Ulrey, curator.
Oakland.....	Municipal Art Gallery.....	Robert B. Harshe, director.
Do.....	Oakland Public Museum.....	Robert B. Harshe, curator.
Do.....	Piedmont Art Gallery.....	Richard L. Partington, curator.
Do.....	Sage Library.....	Anna L. Sawyer, librarian.
Pacific Grove.....	Pacific Grove Museum Association.....	
Palo Alto.....	Leland Stanford Junior Museum.....	H. C. Peterson, director.
Do.....	Leland Stanford Junior University.....	E. C. Starke, curator.
Pasadena.....	Throop College of Technology.....	W. H. Clapp, in charge.
Sacramento.....	Crocker Art Gallery.....	W. F. Jackson, curator.
Santa Barbara.....	Museum of Comparative Oology.....	William Leon Dawson, director.
San Francisco.....	California Academy of Sciences.....	Barton W. Evermann, director.
Do.....	California State Mining Bureau.....	Fletcher Hamilton, curator.
Do.....	Memorial Museum (Golden Gate Park).....	George Haviland Barron, curator.
Do.....	San Francisco Institute of Art.....	Nelson Laurvik, director.
Do.....	University of California, Anthropological Museum.....	A. L. Kroeber, curator.
Santa Clara.....	Santa Clara University, Museum of Mineralogy and Paleontology.....	Anthony Cichi, director.
COLORADO.		
Boulder.....	University of Colorado Museum.....	Junius Henderson, curator.
Colorado Springs.....	Colorado College Museum.....	Edward R. Warren, director.
Denver.....	Colorado Mineral Museum (State capitol).....	T. R. Henahan, director.
Do.....	Colorado Museum of Natural History.....	J. D. Figgins, director.
Do.....	Colorado Scientific Society (Boston Block).....	G. L. Cannon, curator.
Do.....	East Side High School Museum.....	Do.
Do.....	State Board of Horticulture.....	Mrs. Martha Shute, director.
Do.....	State Bureau of Mines.....	
Do.....	State Historical and Natural History Society.....	
Do.....	Colorado State Museum.....	Jerome C. Smiley, curator.
Fort Collins.....	State Agriculture College.....	Isaac A. Abbot, custodian.
Golden.....	Colorado School of Mines, Mineralogical Museum.....	W. L. Burnet, curator.
Greeley.....	State Teachers College of Colorado.....	H. B. Patton, director.

¹ Compiled by Harold L. Madison, secretary American Association of Museums, Park Museum, Providence, R. I.

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
CONNECTICUT.		
Hartford.....	Connecticut Historical Society.....	A. C. Bates, secretary and librarian.
Do.....	Theological Seminary.....	Charles S. Thayer, curator.
Do.....	Trinity College, Boardman Hall of Natural History.	Frederic W. Carpenter, director.
Do.....	Wadsworth Athenaeum and Morgan Memorial.....	Frank Butler Gay, director.
Litchfield.....	Litchfield Historical Society.....	Mrs. Emily N. Vanderpool, curator.
Meriden.....	Meriden Scientific Association.....	David Gibbs, president.
Middletown.....	Middlesex County Historical Society.....	A. R. Crittenden, curator.
Do.....	Wesleyan University.....	William North Rice, director.
New Britain.....	New Britain Institute.....	Anna G. Rockwell, librarian.
New Haven.....	New Haven Colony Historical Society.....	Frederick Bostwick, curator.
Do.....	Yale University, the Eaton Herbarium.....	Alexander W. Evans, curator.
Do.....	Yale University, Peabody Museum of Natural History.	Charles Schuchert, curator.
Do.....	Yale University, School of the Fine Arts.....	William S. Kendall, director.
Do.....	Yale University, Steiner Collection.....	
New London.....	New London Historical Society.....	Ernest E. Rogers, president.
Norwich.....	Norwich Free Academy, Slater Memorial Museum.	Helen Marshall, curator.
Storrs.....	Connecticut Agricultural College.....	G. H. Lamsan, jr., curator.
Waterbury.....	Mattatuck Historical Society.....	Rev. Joseph Anderson, president.
DELAWARE.		
Newark.....	Delaware College.....	
Wilmington.....	Natural History Society of Delaware.....	Linda Palmer-Jones, secretary.
DISTRICT OF COLUMBIA.		
Washington.....	Army Medical Museum.....	Maj. R. W. Shufeldt, curator.
Do.....	Corcoran Gallery of Art.....	C. Fowell Minnigerode, director.
Do.....	Georgetown University, the Coleman Museum.....	Francis A. Tondorf, curator.
Do.....	George Washington University Medical School.....	F. F. Russell, director.
Do.....	Library of Congress, Division of Prints.....	Richard A. Rice, acting chief.
Do.....	National Gallery of Art, Smithsonian Institution.....	William H. Holmes, curator.
Do.....	United States National Museum.....	Richard Rathbun, assistant secretary, in charge.
FLORIDA.		
De Land.....	John B. Stetson University, Monroe Health Museum.	John F. Baerecke, director.
Gainesville.....	University of Florida, Florida State Museum.....	T. Van Hyning, director.
St. Augustine.....	St. Augustine Institute of Science and Historical Society.	Dewitt Nebb, president.
GEORGIA.		
Atlanta.....	State Museum.....	S. W. McCallie, curator.
Macon.....	Mercer University.....	
Oxford.....	Emory University.....	H. H. Stone, curator.
Savannah.....	Telfair Academy of Arts and Sciences.....	William Harden, custodian.
HAWAII.		
Honolulu.....	Bernice Pauahi Bishop Museum.....	William T. Brigham, director.
ILLINOIS.		
Bloomington.....	Illinois Wesleyan University, Powell Museum.....	Milo Custer, custodian.
Do.....	McLean County Historical Society.....	
Carlinville.....	Blackburn College, Taylor Museum.....	George W. Eggers, director.
Chicago.....	Art Institute of Chicago.....	Frank M. Woodruff, curator.
Do.....	Chicago Academy of Sciences.....	Caroline M. McVaine, curator.
Do.....	Chicago Historical Society.....	Frederick J. V. Skiff, director.
Do.....	Field Museum of Natural History.....	Elliot R. Downing, director.
Do.....	University of Chicago, Educational Museum.....	James Henry Breasted, director.
Do.....	University of Chicago, Haskell Oriental Museum.....	T. C. Chamberlain, director.
Do.....	University of Chicago, Walker Museum.....	
Decatur.....	James Milliken University, Biological Museum.....	Ed. C. Page, in charge.
De Kalb.....	Museum of History, State Normal School.....	
Elgin.....	Elgin Scientific Society.....	

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
ILLINOIS—continued.		
Evanston.....	Evanston Historical Society.....	J. Seymour Currey, president.
Do.....	Northwestern University-Garrett Biblical Institute, Bennett Museum of Christian Archaeology.	Charles M. Stuart, curator.
Do.....	Northwestern University College of Liberal Arts.	U. S. Grant, curator.
Do.....	Swedish Historical Society of America.....	B. H. Grave, curator.
Galesburg.....	Knox College, Hurd Museum.....	Stanley Brown, superintendent.
Joliet.....	Joliet Township High School.....	W. C. Allee, curator.
Lake Forest.....	Lake Forest College Museum.....	L. M. Umbach, curator.
Naperville.....	Northwestern College.....	Marcus Skarstedt.
Rock Island.....	Augustana College Museum.....	A. R. Crook, chief.
Springfield.....	Illinois State Historical Library and Society.....	W. W. Davis, secretary.
Do.....	State Museum of Natural History.....	Frank C. Baker, curator.
Sterling.....	Whiteside County Historical Society.....	A. S. Pease, curator.
Urbana.....	University of Illinois, Museum of Natural History.	N. C. Brooks, curator.
Do.....	University of Illinois, Museum of Classical Archaeology.	
Do.....	University of Illinois, Museum of European Culture.	
INDIANA.		
Bloomington.....	Indiana University Museum of Fine Arts.....	Alfred M. Brooks, curator.
Centerville.....	Wayne County Historical Society.....	Caleb King, curator.
Crawfordsville.....	Wabash College, Hovey Museum.....	Mason D. Thomas, curator.
Crown Point.....	Old Settlers and Historical Association of Lake County.	
Farham.....	Farham College, Joseph Moore Museum.....	J. W. Adams, director.
Franklin.....	Franklin College.....	A. E. Weaver, custodian.
Goshen.....	Elkhart County Historical Society.....	
Hanover.....	Hanover College.....	Harold Haven Brown, director.
Indianapolis.....	Art Association of Indianapolis, John Herron Art Institute.	W. S. Blatchley, curator.
Do.....	Indiana State Museum.....	H. L. Bruner, director.
Do.....	University of Indianapolis-Butler College.....	R. L. Whitson, director.
Marion.....	Grant County Historical Society, Octogenarian Museum.	
Newcastle.....	Henry County Historical Society.....	
Noblesville.....	Hamilton County Historical Association.....	H. A. Maker, secretary-treasurer.
Notre Dame.....	Notre Dame University.....	Allen David Hole, curator.
Richmond.....	Earlham College, The Joseph Moore Museum.....	George A. Baker, secretary.
South Bend.....	Northern Indiana Historical Society.....	Mrs. Sallie C. Hughes, librarian.
Terre Haute.....	Emeline Fairbanks Memorial Library.....	
Upland.....	Taylor University, Walker Museum.....	
IOWA.		
Cedar Falls.....	Iowa State Teachers' College.....	Melvin F. Arey, curator.
Cedar Rapids.....	Coe College Museum.....	B. H. Bailey, curator.
Do.....	Iowa Masonic Library and Museum.....	N. R. Parvin, librarian.
Davenport.....	Davenport Academy of Sciences.....	E. K. Putnam, acting director.
Des Moines.....	Historical Department of Iowa.....	Edgar R. Harlan, curator.
Dubuque.....	Carnegie-Stout Free Public Library.....	Aimira R. Wilcox, librarian.
Do.....	Herrmann Museum of Natural History.....	Richard Herrmann, director.
Fayette.....	Upper Iowa University.....	Guy West Wilson, curator.
Grinnell.....	Parker Museum of Natural History.....	H. W. Norris, curator.
Independence.....	Free Public Library.....	S. W. Gelsner, director.
Iowa City.....	Museum of Art and Archaeology.....	C. H. Weller, director.
Do.....	Ranney Library and Museum.....	Jane E. Roberts.
Do.....	State University of Iowa, Zoological Museum.....	C. C. Nutting, curator.
Madrid.....	Madrid Historical Society.....	
Waverly.....	Wartburg Teachers Seminary.....	
KANSAS.		
Atchison.....	Midland College.....	D. W. Crouse, director.
Baldwin.....	Baker University.....	C. S. Parmenter, chief curator.
Emporia.....	College of Emporia.....	D. C. Schaffner, director.
Do.....	Kansas State Normal School.....	W. H. Keller, curator.
Lawrence.....	University of Kansas.....	Frank Strong, director.
Lindsborg.....	Bethany College.....	E. O. Deere, curator.
Manhattan.....	Kansas State Agricultural College, Natural History Museum.....	Robert K. Nabors, curator.
Topeka.....	Kansas State Historical Society.....	George W. Martin, secretary.
Do.....	Washburn College.....	Ira D. Cardiff, director.
Salina.....	Kansas Wesleyan University.....	A. W. Giles, director.

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
KENTUCKY.		
Bowling Green.....	Ogden College.....	
Frankfort.....	Kentucky State Historical Society.....	
Lexington.....	Kentucky Geological Survey.....	J. B. Hoenig, director.
Do.....	Transylvania College.....	Alfred Fairhurst, director.
Louisville.....	Louisville Free Public Library Museum.....	George T. Settle, librarian.
LOUISIANA.		
Baton Rouge.....	Louisiana State University and Agricultural and Mechanical College.....	
New Orleans.....	Isaac Delgado Museum of Art.....	C. W. Boyle, curator.
Do.....	Louisiana Historical Association (Memorial Hall).....	J. W. Gaines, custodian.
Do.....	Louisiana State Museum.....	Robert Glenk, director.
Do.....	Newcomb Art School.....	Ellsworth Woodward, director.
Do.....	Tulane University of Louisiana.....	George E. Beyer, curator.
MAINE.		
Augusta.....	Kennebec Historical Society.....	P. S. Mooney, secretary.
Do.....	Maine State Museum.....	Thomas A. James, curator.
Brunswick.....	Bowdoin College.....	Henry Johnson, curator.
Elliot.....	William Fogg Library.....	
Hinckley.....	Good Will Home Association.....	
Lewiston.....	Art Museum of Bates College.....	Marianna Woodhull, director.
North Bridgton.....	Bridgton Academy.....	
Orono.....	University of Maine, Museum of Natural History.....	Mintin A. Chrysler, curator.
Orrs Island.....	Orrs Island Library.....	Ellen M. Mountfort, librarian.
Paris.....	Hamlin Memorial Hall.....	
Portland.....	Maine Historical Society.....	Evelyn L. Gilmore, curator.
Do.....	Port and Society of Art, L. D. M. Sweet Memorial Art Museum.....	John Calvin Stevens, managing director.
Do.....	Portland Society of Natural History.....	Arthur H. Norton, librarian.
Saco.....	York Institute.....	
Waterville.....	Colby College.....	
MARYLAND.		
Annapolis.....	Maryland Geological Survey.....	William Bullock Clark, director.
Baltimore.....	Baltimore Museum of Art.....	Henry H. Wiegand, secretary.
Do.....	Goucher College.....	
Do.....	Johns Hopkins University, Museum of Oriental and Classical Archaeology.....	David M. Robinson, director.
Do.....	Maryland Academy of Sciences.....	Percy M. Reese, director.
Do.....	Maryland Institute for the Promotion of the Mechanic Arts.....	C. Y. Turner, director.
Do.....	Peabody Institute.....	L. H. Diehlman, executive secretary.
Do.....	Walters Gallery.....	Henry Walters, owner.
Ellicott City.....	Rock Hill College.....	Brother Fabrician, registrar.
MASSACHUSETTS.		
Amherst.....	Amherst College Museum.....	B. K. Emerson, director.
Do.....	Massachusetts Agricultural College.....	C. E. Gordon, curator.
Andover.....	Abbot Academy.....	
Do.....	John-Esther Art Gallery.....	Jane B. Carenter, custodian.
Do.....	Phillips Academy.....	Charles Peabody, director.
Beverly.....	Beverly Historical Society.....	
Boston.....	Boston Society of Natural History.....	Edward Wigglesworth, chairman executive committee.
Do.....	Bostonian Society (Old State House).....	Charles F. Reed, treasurer.
Do.....	Children's Art Center.....	Mr. Fitzroy Carrington, director.
Do.....	Children's Museum of Boston.....	Della I. Griffin, director.
Do.....	Harvard Medical School, Warren Anatomical Museum.....	William F. Whitney, director.
Do.....	Massachusetts Historical Society.....	
Do.....	Museum of Fine Arts.....	Arthur Fairbanks, director.
Do.....	Old South Association (The Old South Meeting House).....	Richard W. Hale, treasurer.
Cambridge.....	Harvard University, Botanical Museum.....	George L. Goodale, honorary curator.
Do.....	Harvard University, Collection of Classical Antiquities.....	George Henry Chase, curator.
Do.....	Harvard University, School of Architecture.....	H. Langford Warren, director.

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
MASSACHUSETTS—contd.		
Cambridge.....	Harvard University, Geological Museum.....	R. W. Sales, curator.
Do.....	Harvard University, Germanic Museum.....	Kuno Francke, curator.
Do.....	Harvard University, Gray Herbarium.....	B. L. Robinson, curator.
Do.....	Harvard University, Semitic Museum.....	David G. Lyon, curator.
Do.....	Harvard University, Mineralogical Museum.....	John E. Wolff, curator.
Do.....	Harvard University, Museum of Comparative Zoology.....	Samuel Henshaw, director.
Do.....	Harvard University, Peabody Museum of Archaeology and Ethnology.....	C. C. Willoughby, director.
Do.....	Harvard University, Social Museum.....	James Ford, director.
Do.....	Harvard University, Fogg Art Museum.....	E. W. Forbes, director.
Charlestown.....	United States Navy Yard.....	Arthur W. Stone, curator.
Clinton.....	Clinton Historical Society.....	E. W. Parkhurst, secretary.
Danvers.....	Danvers Historical Society.....	Henry N. Comey, curator.
Deerfield.....	Pocumtuck Valley Memorial Association.....	George Sheldon, curator.
Fitchburg.....	Fitchburg Historical Society.....	Theresa N. Garfield, librarian.
Do.....	Wallace Library and Art Gallery.....	George E. Nutting, librarian.
Gloucester.....	Cape Ann Scientific and Literary Association.....	Mrs. Ida Hall, curator.
Greenfield.....	Historical Society of Greenfield.....	Leonard W. Smith, curator.
Haverhill.....	Haverhill Historical Society.....	John E. Thayer, director.
Ipswich.....	Ipswich Historical Society.....	Florence E. Wheeler, curator.
Lancaster.....	Thayer Museum.....	Mrs. Ellen B. Lane, custodian.
Leominster.....	Leominster Public Library.....	C. H. Woodbury, president.
Lexington.....	Lexington Historical Society.....	Hannah Tutt, curator.
Lynn.....	Lynn Historical Society.....	Joel W. Giles, curator.
Marblehead.....	Marblehead Historical Society.....	Agnes W. Lincoln, curator.
Marlborough.....	Marlborough Society of Natural History.....	Susan E. Brock, curator.
Medford.....	Medford Historical Society.....	Frank Wood, curator.
Nantucket.....	Nantucket Historical Association.....	
New Bedford.....	Old Dartmouth Historical Society.....	
Newburyport.....	Historical Society of Old Newbury.....	
Northampton.....	Forbes Library.....	Lalla May Damon, acting librarian.
Do.....	Hillier Art Gallery, Smith College.....	Alfred V. Churchill, director.
Do.....	Smith College.....	
Peabody.....	Peabody Historical Society.....	Harlan H. Ballard, curator.
Pittsfield.....	Berkshire Athenaeum and Museum.....	H. N. P. Hubbard, curator.
Plymouth.....	Pilgrim Society.....	
Rehoboth.....	Rehoboth Antiquarian Society.....	Henry K. Belknap, curator.
Salem.....	Essex Institute.....	Edward S. Morse, director.
Do.....	Peabody Academy of Science, Peabody Museum.....	George Kempton, custodian.
Sharon.....	Sharon Historical Society.....	
Somerville.....	Somerville Historical Society.....	
South Natick.....	Historical, Natural History, and Library Society.....	Ida H. Morse, curator.
Springfield.....	Springfield Art Museum.....	George Walter Vincent Smith, curator.
Do.....	Springfield Museum of Natural History.....	Mrs. Grace P. Johnson, curator.
Do.....	Connecticut Valley Historical Society.....	William C. Stone, curator.
Taunton.....	Bristol County Academy of Sciences.....	Frederic H. Carpenter, curator.
Topsfield.....	Topsfield Historical Society.....	George Francis Dow, curator.
Tufts College.....	Tufts College, Barnum Museum.....	H. V. Neal, curator.
Wellesley.....	Wellesley College, Farnsworth Museum of Art.....	Alice Van Vechten Brown, director.
Do.....	Wellesley College.....	Albert P. Morse, curator.
Westborough.....	Westborough Historical Society.....	Amelia Harrington, curator.
West Newbury.....	West Newbury Natural History Club.....	Helen S. Merrill, curator.
Williamstown.....	Williams College Geological Museum.....	H. F. Cleland.....
Woburn.....	Woburn Public Library.....	George Hill Evans, librarian.
Woods Hole.....	U. S. Bureau of Fisheries.....	J. E. B. Pope, director.
Worcester.....	Clark University Educational Museum.....	W. H. Burnham.....
Do.....	Worcester Art Museum.....	Raymond Wyer, director.
Do.....	Worcester Natural History Museum.....	Mrs. Ella L. Horr, custodian.
Do.....	Worcester Society of Antiquity.....	Ellery Bicknell Crane, librarian.
MICHIGAN.		
Alma.....	Alma College, Francis A. Hood Museum.....	H. M. MacCurdy, director.
Ann Arbor.....	University of Michigan.....	Alexander G. Ruthven, director.
Battle Creek.....	Public School Museum.....	
Detroit.....	Detroit Museum of Art.....	Clyde H. Burroughs, director.
East Lansing.....	Michigan Agricultural College.....	Walter B. Barrows, director.
Grand Rapids.....	Kent Scientific Museum.....	Herbert E. Sargent, director.
Houghton.....	Michigan College of Mines, Mineralogical Museum.....	A. E. Seaman, director.
Lansing.....	Michigan Historical Commission.....	George Newman Fuller, custodian.
Muskegon.....	Hackley Art Gallery.....	Miss Lulu F. Miller, director.
Three Oaks.....	Chamberlain Memorial Museum.....	

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
MINNESOTA.		
Collegeville.....	St. John's University.....	Beverin Gertken, curator.
Minneapolis.....	Minnesota Academy of Sciences.....	William H. Dunwoody, president.
Do.....	Minneapolis Society of Fine Arts.....	John R. Van Derlip, director.
Do.....	Walker Private Gallery (807 Hennepin Ave.)....	T. B. Walker, director.
Do.....	University of Minnesota.....	Christopher W. Hall, curator.
Northfield.....	Carleton College.....	
St. Paul.....	Hamline University.....	Henry L. Osborn, director.
Do.....	Minnesota Historical Society.....	Solon J. Buck, superintendent.
Do.....	St. Paul Institute Museum and Art Gallery.....	Arthur Sweeney, director.
St. Peter.....	Gustavus Adolphus College.....	J. A. Edquist, curator.
Winona.....	State Normal School.....	John M. Holzinger, curator.
MISSISSIPPI.		
Agricultural College.....	Mississippi Agricultural and Mechanical College.	William N. Logan, director.
Jackson.....	Mississippi College.....	J. M. Sullivan, director.
Do.....	State Department of Archives and History.....	Dunbar Rowland, director.
MISSOURI.		
Columbia.....	State Historical Society of Missouri.....	Floyd C. Shoemaker, secretary.
Do.....	University of Missouri, Museum of Art and Archeology.....	John Pickard, curator.
Doe Run.....	Graves Private Museum.....	F. P. Gaves, director.
Glasgow.....	Pritchett College.....	
Kansas City.....	Daniel B. Dyer Museum (Public Library Building).....	
Do.....	Nelson Gallery of Art (Public Library Building).....	Mrs. Helen R. Parsons, curator.
Rolla.....	Bureau of Geology and Mines.....	H. A. Buehler, director.
Do.....	Missouri School of Mines, Geological Museum.....	G. H. Cox, director.
Springfield.....	Drury College, Edward M. Shepard Museum.....	Charles H. Spurgeon, curator.
St. Louis.....	City Art Museum.....	R. A. Holland, director.
Do.....	Educational Museum of the St. Louis Public Schools.....	C. G. Rathmann, director.
Do.....	Missouri Historical Society Museum.....	H. M. Whelpley, director.
Do.....	Washington University.....	
MONTANA.		
Helena.....	Montana State Library.....	W. Y. Pemberton, librarian.
NEBRASKA.		
Crete.....	Doane College Museum.....	Carl O. Carlson, curator.
Hastings.....	Hastings College Museum.....	W. J. Kent.
Lincoln.....	Nebraska State Historical Society.....	E. E. Black, curator.
Do.....	Nebraska State Museum.....	Erwin H. Barbour, curator.
Omaha.....	Creighton University.....	William F. Rigge, director.
Do.....	Omaha Public Library and Museum.....	Edith Tobitt.
NEW HAMPSHIRE.		
Concord.....	New Hampshire Historical Society.....	Otis G. Hammond, superintendent.
Hanover.....	Dartmouth College, Butterfield Museum.....	C. H. Hitchcock, director.
Hopkinton.....	New Hampshire Antiquarian Society.....	Sarah C. Kimball, curator.
Keene.....	Keene High School.....	James F. Smith.
Manchester.....	Currier Gallery of Art.....	Arthur M. Heard.
Do.....	Manchester Historic Association.....	Fred. W. Lamb, curator.
NEW JERSEY.		
Flemington.....	Hunterdon County Historical Society.....	
Hackensack.....	Bergen County Historical Society (Johnson Public Library).....	Frances A. Westervelt, chairman.
New Brunswick.....	Rutgers College, Geological Museum.....	J. A. Volney Lewis, curator.
Newark.....	New Jersey Historical Society (16 W. Park St.)....	A. Van Doren Honeyman.
Do.....	The Newark Museum Association, The Newark Museum.....	John Cotton Dana, director.
Princeton.....	Princeton University, Museum of Geology and Archeology.....	William Libbey, director.
Do.....	Princeton University, Museum of Historic Art.....	Allan Marquand, director.
Salem.....	Salem County Historical Society.....	O. W. Acton, curator.
Trenton.....	New Jersey State Museum.....	Miss Helen C. Perry, curator.
Vineland.....	Vineland Historical and Antiquarian Society.....	Frank D. Andrews, secretary.
Woodbury.....	Historical Society of Gloucester County.....	

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
NEW MEXICO.		
Santa Fe.....	Historical Society of New Mexico.....	H. Woodruff, curator.
Do.....	Museum of New Mexico.....	Edgar Lee Hewitt, director.
Do.....	School of American Research, Museum of New Mexico.	
NEW YORK.		
Albany.....	Albany Institute.....	I. Townsend Lansing, president.
Do.....	New York State Museum.....	John M. Clarke, director.
Alfred.....	Alfred University, Allen Steinheim and Museum of Natural History.	James D. Bennhoff, curator.
Amsterdam.....	Montgomery County Historical Society.....	W. Max Reid, curator.
Binghamton.....	Broome County Historical Society, Art Gallery and Museum.	William F. Seward, custodian.
Brooklyn.....	The Brooklyn Museum.....	William Henry Fox, director.
Do.....	Polytechnic Institute of Brooklyn.....	
Do.....	Pratt Institute, School of Fine and Applied Art..	Walter Scott Perry, director.
Buffalo.....	Buffalo Fine Arts Academy.....	Mrs. Cornelia B. Sage Quinton, director.
Do.....	Buffalo Historical Society.....	Frank H. Severance, secretary.
Do.....	Buffalo Society of Natural Sciences.....	Henry R. Howland, treasurer.
Buffalo.....	Canisius College.....	Henry Wolff, curator.
Canandaigua.....	Ontario County Historical Society.....	Charles F. Milliken, president.
Canton.....	St. Lawrence University.....	
Clinton.....	Hamilton College.....	Nelson C. Fale, director.
Cortland.....	F. W. Higgins Museum.....	F. E. Whitmore, curator.
Elmira.....	Arnot Art Gallery.....	Mrs. Jeannette Murdock Diven, director.
Genesee.....	Livingston County Historical Society.....	
Geneva.....	Hobart College.....	E. H. Eaton, director.
Glen Iris.....	Genesee Valley Museum.....	Caroline Bishop, curator.
Granville.....	Pember Library and Museum.....	F. T. Pember, curator.
Hamilton.....	Colgate University.....	
Ithaca.....	Cornell University, College of Civil Engineering.	E. E. Haskell, director.
Do.....	Cornell University, Geological Museum.....	Henry S. Williams, director.
Do.....	Cornell University Museum of Classical Archaeology.	E. P. Andrews, curator.
Do.....	Cornell University, Museum of Invertebrate Zoology.	John Henry Comstock, director.
Do.....	Cornell University, Museum of Vertebrate Zoology.	
Do.....	Cornell University, Veterinary College.....	Veranus A. Moore, director.
Johnstown.....	Johnstown Historical Society.....	Fred. Plamondon, curator.
Lake George.....	New York State Historical Society.....	
Staten Island.....	Staten Island Institute of Arts and Sciences, Public Museum.	Arthur Hollick, director.
Newburgh.....	State Museum (Washington's Headquarters)....	Agnes E. Farrington, curator.
New York City.....	Academy Mount St. Vincent.....	
Do.....	American Museum of Natural History.....	F. A. Lucas, director.
Do.....	American Numismatic Society (156th St., west of Broadway).	Bauman L. Belden, director.
Do.....	Bronx Society of Arts and Sciences, Lorillard Mansion (Bronx Park).	
Brooklyn.....	Children's Museum (Bedford Park).....	Anna B. Gallup, curator.
New York City.....	Columbia University, Eggleston Mineralogical Museum.	Alfred J. Moses, director.
Do.....	Colonial Dames Society, Van Cortlandt Manor (Van Cortlandt Park).	
Do.....	Cooper Union, Museum for the Arts of Decoration.	Mrs. Eleanor G. Hewitt, director.
Do.....	Hispanic Society of America (156th St., west of Broadway).	E. L. Stevenson, secretary.
Do.....	The Metropolitan Museum of Art.....	Edward Robinson, director.
Do.....	Museum of French Art.....	McDougall Hawkes, president.
Do.....	New York Botanical Garden (Bronx Park)....	N. L. Britton, director in chief.
Do.....	The New York Historical Society (170 Central Park West).	
Do.....	New York Public Library Art Galleries and Exhibition Rooms.	Edwin H. Anderson, director.
Do.....	New York University.....	
Do.....	Washington Headquarters Association (Jumel Mansion).	
Niagara.....	Niagara University.....	
Poughkeepsie.....	Vassar College, Natural History Museum.....	A. L. Treadwell, curator.

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
NEW YORK—continued.		
Rochester.....	Bevier Memorial, Mechanics' Institute.....	F. von der Lancken, superintendent.
Do.....	Memorial Art Gallery.....	George L. Herdle, director.
Do.....	Municipal Museum.....	Edward D. Putnam, curator.
Do.....	Rochester Historical Society.....	Robert T. Webster, curator.
Do.....	University of Rochester, Geological Museum.....	H. L. Fairchild.
Do.....	University of Rochester, Zoological Museum.....	Chas. Wright Dodge, curator.
Do.....	Ward's Natural Science Establishment.....	Frank A. Ward, president.
Schenectady.....	Schenectady County Historical Society.....	James H. Stoller, curator.
Do.....	Union College, Natural History Museum.....	Henry Cady, curator.
Schoharie.....	Schoharie County Historical Society.....	Lydia A. Cobane.
Skaneateles.....	Skaneateles Library Association, Barrow Art Gallery.....	
Southampton, Long Island.....	Southampton Art Museum.....	Samuel L. Parrish, director.
Syracuse.....	Onondaga Historical Association (311 Montgomery St.).....	Mrs. L. L. Goodrich, custodian.
Do.....	Syracuse Museum of Fine Arts (Syracuse Public Library Building).....	Fernando A. Carter, director.
Do.....	Syracuse University.....	Charles W. Hargitt, director.
Troy.....	Rensselaer Polytechnic Institute.....	John M. Clarke, director.
Utica.....	Onida Historical Society.....	
Watertown.....	Watertown Library and Historical Society.....	Lulu M. Clark.
West Point.....	U. S. Military Academy, Ordnance Museum.....	W. H. Tschappat, in charge.
Yonkers.....	Phillipse Manor House.....	
NORTH CAROLINA.		
Concord.....	Scotia Seminary.....	
Davidson.....	Davidson College Museum.....	James J. Wolfe, director.
Durham.....	Trinity College.....	
Do.....	Trinity College Historical Society.....	
Raleigh.....	North Carolina Hall of History.....	Fred A. Olds, director.
Do.....	North Carolina State Museum.....	H. H. Brimley, curator.
Tryon.....	Green Museum.....	
Do.....	Polk County Museum.....	Mrs. George E. Morton.
Wake Forest.....	Wake Forest College.....	
NORTH DAKOTA.		
Agricultural College.....	Agricultural College.....	J. H. Shepperd, vice director.
Bismarck.....	State Historical Society Museum.....	Melvin R. Gilmore, curator.
Fargo.....	North Dakota Art Association.....	Mrs. Male Douglas Rindlaub, director.
University.....	University of North Dakota Museum.....	E. J. Babcock, director.
OHIO.		
Berea.....	Baldwin-Wallace College, Herman Herzer Museum.....	W. N. Speckmann, curator.
Cincinnati.....	Cincinnati Museum.....	J. H. Gest, director.
Do.....	Cincinnati Society of Natural History (312 Broadway).....	Lester D. Collier, director.
Do.....	Cuvier Press Club.....	Charles Dury, custodian.
Do.....	Lloyd Library and Museum.....	W. H. Aiken, curator.
Do.....	Ohio Mechanics Institutes, Industrial Museum.....	John F. Shearer, president.
Do.....	University of Cincinnati.....	J. Ernest Carman, assistant curator.
Cleveland.....	Case School of Applied Science.....	F. M. Comstock, curator.
Do.....	Cleveland Museum of Art.....	Frederic Allen Whiting, director.
Do.....	Western Reserve Historical Society.....	W. H. Cathcart, director.
Do.....	Western Reserve University.....	F. H. Herrick, director.
Columbus.....	Columbus Art Association, Columbus Gallery of Fine Arts (51 N. Monroe Ave.).....	Mrs. William McClellan Ritter, president.
Do.....	Ohio State Archaeological and Historical Society.....	William C. Mills, curator.
Do.....	Ohio State University.....	
Dayton.....	Dayton Public Library and Museum.....	L. Stimson, custodian.
Delaware.....	Ohio Wesleyan University.....	Lewis G. Westgate, curator.
Freemont.....	Sandusky County Pioneer and Historical Association.....	
Greenville.....	Museum of Carnegie Library.....	Charles L. Katzenberger, curator.
Hiram.....	Hiram College.....	George H. Colton, curator.
Norwalk.....	Firelands Historical Society.....	C. H. Gallup, director.
Oberlin.....	Oberlin College, Geological Museum.....	F. O. Grover.
Do.....	Oberlin College, Olney Art Collection.....	Mrs. A. A. Wright, custodian.
Springfield.....	Clark County Historical Society.....	Elizabeth Josephine Smart, secretary.
Tiffin.....	Heidelberg University.....	M. E. Kleckner, curator.

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
OHIO—continued.		
Toledo.....	Toledo Museum of Art.....	George W. Stevens, director.
Yellow Springs.....	Antioch College.....	
Youngstown.....	Mahoning Institute of Art.....	J. G. Butler, jr., president.
OKLAHOMA.		
Bacone.....	Bacone College.....	
Oklahoma City.....	Oklahoma Historical Society.....	W. P. Campbell, custodian.
OREGON.		
Corvallis.....	Oregon Agricultural College.....	A. B. Cordley, director.
Eugene.....	University of Oregon, Condon Geological Museum.....	Warren D. Smith, curator.
Portland.....	Oregon Academy of Sciences.....	
Do.....	Oregon Historical Society.....	George H. Himes, curator.
Do.....	Portland Art Association, Museum of Art.....	Anna Belle Crocker, curator.
Do.....	Portland Free Museum.....	C. F. Weigand, curator.
PENNSYLVANIA.		
Allentown.....	Lehigh County Historical Society.....	Charles R. Roberts, secretary.
Do.....	Muhlenberg College.....	J. A. W. Haas.
Bradford.....	McKean County Historical Society.....	Mrs. Ada Cable.
Bryn Mawr.....	Bryn Mawr College.....	C. A. Beeds, director.
Jonestown.....	Bucks County Historical Society.....	H. C. Mercer, curator.
Easton.....	Lafayette College.....	John H. McCrackin.
Erie.....	Erie Public Museum.....	Thomas L. Austin, curator.
Germantown.....	Site and Relic Society of Germantown.....	Horace M. Lippincott.
Gettysburg.....	Pennsylvania College.....	E. S. Breidenbaugh, curator.
Harrisburg.....	Historical Society of Dauphin County.....	Mrs. L. A. Perry.
Do.....	Pennsylvania State Museum.....	Thomas Lynch Montgomery, director.
Haverford.....	Haverford College.....	Henry S. Pratt, director.
Lebanon.....	Lebanon County Historical Society.....	Charles D. Weinick.
Meadville.....	Allegheny College.....	Chester A. Darling, curator.
Meyers-town.....	Albright College.....	J. P. Sotter, curator.
New Brighton.....	Merrick Free Art Gallery, Museum, and Library.....	Frank A. Merrick, director.
Norristown.....	Historical Society of Montgomery County.....	Frances M. Fox, curator.
Do.....	Regar Museum of Natural History.....	H. Severn Regar, curator.
Philadelphia.....	Academy of Natural Sciences.....	Samuel G. Dixon, president.
Do.....	Drexel Institute Museum.....	Hollis Godfrey.
Do.....	Independence Hall and National Museum.....	Wilfred Jordan, curator.
Do.....	Museum of the Grand Lodge of F. and A. M. of Pennsylvania.....	Julius F. Sachse, curator.
Do.....	Numismatic and Antiquarian Society of Philadelphia, The Numismatic Collection.....	F. D. Langenhelm, curator.
Do.....	Pennsylvania Academy of the Fine Arts.....	John F. Lewis, president.
Do.....	Pennsylvania Museum (Memorial Hall, Fairmount Park).....	Langdon Warner, director.
Do.....	The Philadelphia Commercial Museum (34th and Spruce Sts.).....	W. P. Wilson, director.
Do.....	Presbyterian Historical Society, Museum and Gallery (Witherspoon Building).....	Joseph B. Turner, general secretary.
Do.....	United States Mint, Numismatic Collection.....	T. L. Comparella, curator.
Do.....	University of Pennsylvania, The University Museum.....	G. B. Gordon, director.
Do.....	University of Pennsylvania, Wistar Institute of Anatomy and Biology.....	Milton J. Greenman, director.
Do.....	W. P. Wiltsch Collection (Memorial Hall, Fairmount Park).....	E. A. Shunk, custodian.
Do.....	Wagner Free Institute of Science.....	John G. Rothermel, director.
Do.....	Wistar Institute of Anatomy.....	Milton J. Greenman, director.
Do.....	Zoological Society of Philadelphia, Pathological Museum.....	Herbert Fox, curator.
Pittsburgh.....	Carnegie Institute, Department of Fine Arts.....	John W. Beatty, director.
Do.....	Carnegie Museum, Department of Carnegie Institute.....	W. J. Holland, director.
Do.....	University of Pittsburgh.....	S. P. McCormick.
Pottsville.....	Schuylkill County Historical Society.....	H. E. Greger, secretary.
Reading.....	Historical Society of Berks County.....	Andrew Shasler, librarian.
Do.....	Reading Public Museum.....	Levi W. Mengel, director.
Scranton.....	Everhart Museum of Natural History, Science, and Art.....	R. N. Davis, curator.
South Bethlehem.....	Lehigh University, Geological Museum.....	Benj. L. Miller.
State College.....	Pennsylvania State College.....	
Swarthmore.....	Swarthmore College.....	Spencer Trotter, director.
Uniontown.....	Fayette County Historical Society.....	James Hannen, custodian.
Valley Forge.....	Valley Forge Museum of American History.....	W. Herbert Burk, director.
Warren.....	Warren Academy of Sciences.....	

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
PENNSYLVANIA—contd.		
Washington.....	Washington and Jefferson College.....	George B. Montgomery, secretary.
Do.....	Washington County Historical Society.....	
West Chester.....	Chester County Historical Society.....	Gilbert Cope, secretary.
Do.....	West Chester State Normal School.....	
Wilkes-Barre.....	Wyoming Historical and Geological Society.....	Horace Edwin Hayden, librarian.
Williamsport.....	The James V. Brown Library.....	O. R. Howard Thomson, librarian.
York.....	York County Historical Society.....	Robert C. Bair, secretary.
RHODE ISLAND.		
Barrington.....	Barrington Historio-Antiquarian Society.....	Emma S. Bradford, librarian.
Newport.....	Newport Historical Society.....	Edith M. Tilley, librarian.
Providence.....	Ammary Brown Memorial.....	Frank M. Cushman, custodian.
Do.....	Brown University:	Dr. John Shapley, curator.
	Archeology.....	
	Herbarium.....	
Do.....	Park Museum (Roger Williams Park).....	
Do.....	Rhode Island Historical Society.....	
Do.....	Rhode Island School of Design.....	Harold L. Madison, curator.
Warren.....	Warren Antiquarian Society.....	Howard M. Chapin, librarian.
		L. Earle Rowe, director.
		Rev. Joseph Hutcheson, president.
SOUTH CAROLINA.		
Charleston.....	Carolina Art Association.....	James Simons, president.
Do.....	Charleston Museum.....	Paul M. Rea, director.
Do.....	Daughters of the Confederacy, Charleston Chapter.....	Martha B. Washington, president.
Clemson College.....	Clemson College, Natural History Museum.....	F. H. H. Calhoun, curator.
Clinton.....	Thornwell Museum.....	Wm. P. Jacobs, curator.
Columbia.....	University of South Carolina.....	A. C. Moore.
Greenville.....	Furman University Museum.....	G. A. Buist, curator.
Newberry.....	Newberry College, Sifley Museum.....	D. A. Du Pre, director.
Spartanburg.....	Wofford College.....	
SOUTH DAKOTA.		
Pierre.....	South Dakota State Historical Museum.....	Doane Robinson, director.
Rapid City.....	South Dakota School of Mines.....	Cleophas C. O'Harra, director.
Vermillion.....	University of South Dakota, State Geological Museum.....	Freeman Ward, curator.
TENNESSEE.		
Clarksville.....	Southwestern Presbyterian University.....	C. H. Gordon, director.
Knoxville.....	University of Tennessee, Geological Museum.....	
Lebanon.....	Cumberland University.....	Kate A. Hinds, director.
Maryville.....	Maryville College.....	Lida Speed, custodian.
Memphis.....	Cossitt Library Museum Association, Cossitt Library.....	
Nashville.....	Tennessee Historical Society.....	L. C. Glenn, director.
Do.....	Vanderbilt University.....	
Do.....	Walden University, Walden Museum.....	
TEXAS.		
Austin.....	University of Texas, Museum of Economic Geology.....	J. A. Udden, director.
Dallas.....	Dallas Art Association.....	J. B. Martin, custodian.
Fort Worth.....	Fort Worth Museum of Art (Carnegie Library).....	Mrs. Charles Scheuber, secretary.
Houston.....	Houston Museum.....	C. L. Brook, director.
Do.....	Rice Institute.....	Mrs. George Heyer, president.
Do.....	Houston Art League (City Hall).....	
San Antonio.....	Scientific Society of San Antonio.....	
Waco.....	Baylor University.....	Edward Heusinger, secretary.
		John Kern Strecker, Jr., curator.
UTAH.		
Salt Lake City.....	Desert Museum.....	James E. Talmage, director.
Do.....	Utah Art Institute.....	Edwin Evans, president.
Do.....	University of Utah.....	Orson Howard, curator.
VERMONT.		
Burlington.....	University of Vermont.....	G. H. Perkins, curator.
Middlebury.....	Middlebury College, Museum of Natural History.....	Avery E. Lambert, director.

XXIX.—DIRECTORS OF MUSEUMS—Continued.

Location.	Name of museum or of institution controlling it.	Director.
VERMONT—continued.		
Montpelier.....	Vermont Historical Society.....	Dorman B. E. Kent, librarian.
Do.....	Vermont State Museum.....	George H. Perkins, curator.
St. Johnsbury.....	The Fairbanks Museum of Natural Science.....	Mabel A. Shields, curator.
Westfield.....	Hitchcock Memorial Museum.....	E. S. Miller, curator.
VIRGINIA.		
Blacksburg.....	Virginia Polytechnic Institute.....	Ellison A. Smyth, jr., director.
Charlottesville.....	University of Virginia, Lewis Brooks Museum.....	Thomas L. Watson, director.
Emory.....	Emory and Henry College.....	H. D. Campbell, director.
Lexington.....	Washington and Lee University.....	Susie B. Harrison, house regent.
Richmond.....	Confederate Museum (White House of the Confederacy).	A. S. Baird, acting commandant.
Do.....	Department of Agriculture and Immigration.....	C. H. Ryland, curator.
Do.....	R. E. Lee Camp, No. 1, Confederate Veterans.....	E. V. Valentine, president.
Do.....	Richmond College.....	
Do.....	The Valentine Museum.....	
WASHINGTON.		
Pullman.....	State College of Washington.....	W. T. Shaw, curator.
Seattle.....	University of Washington, State Museum.....	F. S. Hall, curator.
Do.....	Seattle Fine Arts Society.....	E. G. Berg, director.
Tacoma.....	Ferry Museum.....	
Do.....	Tacoma Academy of Science.....	
WISCONSIN.		
Appleton.....	Lawrence College Museum.....	Rufus Mather Bagg, curator.
Ashland.....	Ashland public schools.....	
Baraboo.....	Sauk County Historical Society.....	H. E. Cole, president.
Beaver Dam.....	W. E. Snyder Museum.....	W. E. Snyder, owner.
Beloit.....	Beloit College, Logan Museum.....	Ira M. Buell, curator.
Darlington.....	Lafayette County Historical Society.....	P. H. Conley, president.
La Crosse.....	La Crosse Normal School.....	Albert H. Sanford, custodian.
Madison.....	G. A. R. Memorial Hall.....	Hosca Rood, custodian.
Do.....	State Historical Museum of Wisconsin.....	Charles E. Brown, chief.
Do.....	University of Wisconsin.....	
Milton.....	Milton College.....	A. R. Crandall, director.
Milwaukee.....	Milwaukee Downer College, Greene Memorial Museum.....	Margaret L. Campbell, curator.
Do.....	Layton Art Gallery.....	George Raab, curator.
Do.....	Public Museum of the City of Milwaukee.....	Henry L. Ward, director.
Platteville.....	State Mining School.....	R. E. Davis, director.
Portage.....	Portage Public Library.....	
Racine.....	Racine Public Library.....	
Ripon.....	Ripon College.....	Frank M. Erickson, dean.
St. Francis.....	St. Francis Seminary, Salzmann Museum.....	William Metzdorf, director.
Waupun.....	Waupun Public Library.....	
WYOMING.		
Laramie.....	University of Wyoming.....	S. H. Knight, curator.

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES.

Location.	Name of library.	Librarian.	Number bound volumes.
ALABAMA.			
Bessemer.....	Carnegie Library.....	Mrs. Nora Golson.....	7,066
Birmingham.....	Public Library.....	Carl H. Millam.....	58,098
Decatur.....	Carnegie Library.....	Louise Leadingham.....	3,900
Ensley.....	Public Library.....	Fanny T. Taber.....	4,900
Eufaula.....	Carnegie Library.....	Mrs. Willa E. Barron.....	4,820
Fairhope.....	Public Library.....	Mrs. L. J. M. Coming.....	4,000
Florence.....	Southern Library Association Library.....	Mrs. G. H. Smith, acting.....	6,300

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
ALABAMA—continued.			
Gadsden.....	Public Library.....	Lena Martin.....	6,200
Huntsville.....	Carnegie Library.....	Mrs. J. L. Darwin.....	3,755
Mobile.....	Public Library.....	Miss M. L. Fisher.....	3,000
Montgomery.....	Carnegie Library.....	Laura M. Elmore.....	11,900
Do.....	State and Supreme Court Library.....	J. M. Riggs.....	48,231
Selma.....	Carnegie Library.....	Bettie Keith.....	6,816
Talladega.....	Public Library.....	Mrs. Marie Fechet Kilburn.....	9,971
Troy.....	Carnegie Library.....	J. A. Boyd.....	4,523
Tusculum.....	Helen Keller Library.....	Mrs. J. B. McWilliams.....	6,581
Union Springs.....	Public Library.....	Mollie Norman.....	2,500
ARIZONA.			
Bisbee.....	Copper Queen Library.....	Carrie G. Vail.....	8,650
Douglas.....	Public Library.....	Mrs. Kate A. Goodrich.....	5,200
Flagstaff.....	do.....	Mrs. M. C. Wisehart.....	1,850
Globe.....	Old Dominion Library.....	Dayton W. Ennes.....	8,000
Phoenix.....	Public Library.....	Maude L. Hiatt.....	18,024
Do.....	State Library.....	Con P. Cronin.....	105,000
Prescott.....	Public Library.....	Mrs. Florence G. Emerson.....	2,500
Tucson.....	Carnegie Free Library.....	Mrs. Mary Brethitt.....	16,000
ARKANSAS.			
Fayetteville.....	Public Library.....	Lila G. Rollston.....	3,000
Fort Smith.....	Carnegie City Library.....	Ethel B. Kellar.....	8,098
Little Rock.....	Public Library.....	Beatrice Prall.....	29,000
Mena.....	do.....	Mrs. Ida H. Robbins.....	4,500
Pine Bluff.....	do.....	Mrs. D. C. Wilcox.....	1,944
Subisco.....	New Subisco Abbey Library.....	Vincent Orth.....	12,000
Texarkana.....	Y. M. C. A. Library.....	A. Roy Bartrein.....	8,000
CALIFORNIA.			
Alameda.....	Free Library.....	Mrs. Marcella H. Krauth.....	53,877
Alhambra.....	Public Library.....	Mrs. Theodora R. Brewitt.....	18,600
Bakersfield.....	Beale Memorial Free Public Library.....	Sarah E. Bedinger.....	27,883
Do.....	Kern County Free Library.....	Mrs. Julia G. Babcock.....	52,000
Berkeley.....	Public Library.....	Celia A. Hayward.....	70,474
Chico.....	do.....	Laura A. Sawyers.....	7,866
Chula Vista.....	Free Public Library.....	Kathryn E. Burke.....	1,755
Colton.....	Public Library.....	Mrs. Anna E. Spragins.....	8,445
Colusa.....	do.....	Belle Crane.....	5,307
Corona.....	do.....	Helen L. Coffin.....	7,603
Coronado.....	do.....	Anna Allsebrook.....	7,161
Covina.....	do.....	Mrs. Henrietta M. Faulder.....	8,656
El Centro.....	Imperial County Free Library.....	Mrs. Thomas Beeman.....	15,937
Do.....	Public Library.....	Agnes F. Ferris.....	7,987
Eureka.....	Free Library.....	Henry A. Kendal.....	11,041
Do.....	Humboldt County Free Library.....	Ida M. Reagan.....	15,047
Exeter.....	Carnegie Library.....	Mrs. A. O. Woodworth.....	1,315
Fairfield.....	So'ano County Free Library.....	Clara B. Dills.....	16,751
Fresno.....	County Free Library.....	Sarah E. McCordle.....	105,061
Grass Valley.....	Public Library.....	Mrs. O. M. Parsons.....	4,121
Hanford.....	Free Public Library.....	Eunice D. Stoe'e.....	7,269
Do.....	Kings County Free Library.....	Katherine Post Ferris.....	34,000
Hayward.....	Free Library.....	Elizabeth Creelman.....	5,612
Hemet.....	Free Public Library.....	Mrs. Allison Aylesworth.....	3,653
Independence.....	Inyo County Free Library.....	Blanche Chalfant.....	9,115
Long Beach.....	Public Library.....	Zaldee Brown.....	50,492
Los Angeles.....	Los Angeles County Free Library.....	Celia Gleason.....	186,812
Do.....	Public Library.....	Everett R. Perry.....	335,215
Los Gatos.....	do.....	Mrs. M. C. Proctor.....	8,290
Madera.....	Madera County Free Library.....	Mary E. Glock.....	25,535
Marines.....	Contra Costa County Free Library.....	Mrs. Alice G. Whitbeck.....	42,263
Marysville.....	City Library.....	Mary E. Subers.....	9,000
Merced.....	Merced County Free Library.....	Winifred H. Bigley.....	35,414
Modesto.....	Stanislaus County Free Library.....	Cornelia D. Provinces.....	23,112
Monrovia.....	Public Library.....	Anne L. Crews.....	8,000
Napa.....	Goodman Public Library.....	C. B. See'ey.....	15,000
National City.....	Public Library.....	Winifred F. Woods.....	6,779
Nevada City.....	Free Public Library.....	Mrs. Melissa Fuller.....	5,000
Oakland.....	Free Library.....	Charles S. Greene.....	154,037
Do.....	Alameda County Library.....	Mary J. Barnby.....	45,714
Oceanside.....	Public Library.....	H. D. Brodie.....	7,666

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
CALIFORNIA—continued.			
Ontario.....	Public Library.....	Miss K. A. Monroe.....	10,100
Orange.....	Free Public Library.....	Clara C. Field.....	4,600
Oroville.....	Butte County Free Library.....	Esme M. Culver.....	21,622
Oxnard.....	Public Library.....	Ethel Carroll.....	9,648
Palme Grove.....	do.....	Elizabeth S. Jones.....	8,126
Palo Alto.....	do.....	Frances D. Patterson.....	13,035
Pasadena.....	do.....	Nellie M. Russ.....	66,218
Petaluma.....	do.....	Sara Frances Cassidy.....	11,465
Pomona.....	do.....	Sarah M. Jacobus.....	37,137
Red Bluff.....	Herbert Kraft Free Library.....	Alice Gardiner.....	5,035
Redlands.....	A. K. Smiley Public Library.....	Artema M. Chapin.....	22,655
Richmond.....	Public Library.....	Norah McNeill.....	20,493
Riverside.....	do.....	Joseph F. Daniels.....	65,317
Sacramento.....	City and County Library.....	Lauren W. Ripley.....	130,000
Do.....	State Library.....	Milton J. Ferguson.....	270,000
Salinas.....	Monterey County Free Library.....	Anne Hadden.....	19,817
San Bernardino.....	Public Library.....	May Coddington.....	19,257
Do.....	San Bernardino County Free Library.....	Caroline S. Waters.....	26,743
San Diego.....	Public Library.....	Althea H. Warren.....	79,434
Do.....	San Diego County Free Library.....	Jeanie Herrman.....	32,404
San Francisco.....	Public Library.....	Robert Bea.....	212,507
San Jose.....	Free Public Library.....	Charles F. Woods.....	28,754
Do.....	Santa Clara County Free Library.....	Stella Huntingdon.....	29,000
San Luis Obispo.....	Free Public Library.....	Mrs. E. L. Kellogg.....	12,635
San Mateo.....	Public Library.....	Inez M. Crawford.....	11,032
San Rafael.....	do.....	May Cooper.....	11,335
Santa Ana.....	Free Public Library.....	Jeanette E. McFadden.....	18,925
Santa Barbara.....	do.....	Mrs. Frances B. Linn.....	54,385
Santa Cruz.....	Public Library.....	Minerva H. Waterman.....	30,000
Santa Monica.....	do.....	Elfie A. Mosse.....	27,000
Santa Rosa.....	Free Public Library.....	Margaret A. Barnett.....	29,723
Sierra Madre.....	Public Library.....	Marian S. Gregory.....	7,104
South Pasadena.....	do.....	Mrs. Nellie E. Keith.....	16,400
Stockton.....	Free Public Library.....	Hattie M. Mann.....	76,536
Tulare.....	do.....	Mrs. Rosa D. Reardon.....	7,405
Vallejo.....	Public Library.....	L. Gertrude Doyle.....	13,554
Ventura.....	do.....	Florence Vandever.....	6,113
Visalia.....	Free Library.....	Mrs. M. J. McEwen.....	6,700
Do.....	Tulare County Free Library.....	Mrs. Bessie H. Twaddle.....	36,911
Watsonville.....	Carnegie Public Library.....	Belle M. Jenkins.....	8,320
Whittier.....	Public Library.....	Jessie Harris.....	13,111
Willows.....	Glenn County Free Library.....	Mrs. Mary P. Smith.....	9,000
Woodland.....	Yolo County Free Library.....	Eleanor Hitt.....	33,617
Yreka.....	Siskiyou County Free Library.....	Bessie B. Silverthorn.....	20,000
COLORADO.			
Alamosa.....	Carnegie Library.....	Mrs. Bertha E. Roberts.....	3,528
Boulder.....	Public Library.....	Lena R. Fenton.....	9,630
Canon City.....	do.....	Katherine Sortor.....	8,000
Colorado Springs.....	do.....	Lucy W. Baker.....	35,000
Denver.....	do.....	Chalmers Hadley.....	192,330
Do.....	State Library.....	Mary C. C. Bradford.....	56,000
Durango.....	Public Library.....	Sadie K. Sullivan.....	9,230
Easton.....	do.....	Edith L. Coffman.....	2,900
Evergreen.....	do.....	Julia B. Douglas.....	1,800
Florence.....	do.....	Jessie M. Ludwick.....	2,788
Fort Collins.....	do.....	Elfreda Stebbins.....	13,000
Fort Morgan.....	Carnegie Public Library.....	Mrs. Estella M. McCutcheon.....	4,000
Grand Junction.....	do.....	Camille Wallace.....	7,000
Greeley.....	Public Library.....	Elma A. Wilson.....	13,000
Idaho Springs.....	Carnegie Public Library.....	Mrs. Margaret Robins.....	5,000
La Junta.....	Young Folks Library.....	Fannie P. Shank.....	20,070
Lamar.....	Carnegie Library.....	Josephine Silver.....	3,100
Leadville.....	Public Library.....	Louise S. Adams.....	6,439
Longmont.....	do.....	Rebecca Day.....	5,348
Loveland.....	Carnegie Library.....	Mrs. Anna Duffield.....	4,700
Manitou.....	do.....	Clotilde Reichmuth.....	3,327
Montrose.....	do.....	Mrs. Anna L. Christiansen.....	3,000
Ouray.....	Walsh Public Library.....	Mrs. Minnie M. Nowlan.....	8,909
Pueblo.....	McClelland Public Library.....	Mary L. Strang.....	30,000
Rocky Ford.....	Public Library.....	Mary L. Weaver.....	4,800
Salida.....	do.....	Mrs. H. I. Cook.....	5,905
Trinidad.....	do.....	Andrew J. Floyd.....	10,424

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
CONNECTICUT.			
Ansonia.....	Public Library.....	Anne G. Richards.....	25,000
Branford.....	Blackstone Memorial Library.....	Charles N. Baxter.....	36,872
Bridgeport.....	Public Library.....	Henry N. Sanborn.....	72,387
Bristol.....	do.....	Charles P. Wooding.....	35,637
Canaan.....	Douglas Library.....	Mrs. Nellie A. Preston.....	6,000
Cheshire.....	Public Library.....	Mary E. Baldwin.....	7,100
Colchester.....	Cragin Memorial Library.....	Mary A. Leal.....	6,500
Columbia.....	Saxton B. Little Free Library.....	Lillian W. Rice.....	6,950
Cornwall.....	Library Association.....	Mary J. Whitney.....	5,797
Danbury.....	Danbury Library.....	Mary P. Wiggin.....	24,775
Danielson.....	Free Public Library.....	E. R. Warren.....	10,000
Darien.....	Free Library Association.....	Clara Scofield.....	7,000
Derby.....	Derby Neck Library.....	Mary A. Hurley.....	16,400
Do.....	Public Library.....	Emma E. Vessey, acting.....	21,126
Durham Center.....	Durham Public Library.....	Mrs. Albert L. Hall.....	6,398
East Hartford.....	Public Library.....	Jessie W. Hayden.....	10,200
Ellington.....	Hall Memorial Library.....	Alice E. Pinney.....	6,800
Fairfield.....	Memorial Library.....	Florence J. Burr.....	9,513
Farmington.....	Village Library.....	Mrs. T. H. Root.....	9,000
Greenwich.....	Greenwich Library.....	Ella M. Brush.....	11,000
Groton.....	Bill Memorial Library.....	Abby M. Clarke.....	7,220
Hartford.....	Case Memorial Library.....	Charles S. Thayer.....	111,167
Do.....	Public Library.....	Caroline M. Hewins.....	135,000
Do.....	State Library.....	George S. Godard.....	200,000
Litchfield.....	Wolcott and Litchfield Circulating Library.....	Katharine Baldwin.....	14,200
Lyme.....	Phoebe Griffin Noyes Library.....	Bessie Connolly.....	8,221
Madison.....	E. C. Scranton Memorial Library.....	Evelyn Meriwether.....	10,327
Meriden.....	Curtis Memorial Library.....	Corinne A. Deshon.....	24,830
Middlefield.....	Levi E. Coe Public Library.....	Alice Watrons.....	6,500
Middletown.....	Russell Library.....	Edna H. Wilder.....	20,000
Milford.....	Taylor Library.....	Howard C. Meserve.....	13,000
Moodus.....	East Haddam Public Library.....	Myra C. Sweet.....	8,000
Mystic.....	Mystic and Noank Library.....	Genevra E. Ricker.....	7,354
Naugatuck.....	Howard Whittemore Memorial Library.....	E. M. Goodyear.....	14,187
New Britain.....	New Britain Institute.....	Anna G. Rockwell.....	75,000
New Canaan.....	New Canaan Library.....	Stella Waters.....	10,721
New Haven.....	Free Public Library.....	Willis K. Steason.....	138,000
New London.....	Public Library.....	Frederick W. Edgerton.....	38,703
New Milford.....	do.....	Elizabeth H. Noble.....	11,800
Newtown.....	Beach Memorial Library.....	Abbie L. Peck.....	5,500
Norfolk.....	Norfolk Library.....	Charles B. Uffendale.....	20,700
Northfield.....	Gilbert Library.....	Wallace Hunston.....	5,000
North Granby.....	Frederick H. Cossitt Library.....	Helen M. Shaw.....	8,084
Norwalk.....	Public Library.....	Dotha Stone Pinneo.....	13,109
Norwich.....	Otis Library.....	Imogene A. Cash.....	43,000
Do.....	Peck Library.....	Helen Marshall.....	17,500
Old Saybrook.....	Acton Library.....	Sarah G. Granniss.....	7,908
Pomfret.....	Pomfret Library.....	M. L. Harvey.....	7,600
Portland.....	Buck Library.....	Frances P. Robinson.....	6,951
Putnam.....	Free Public Library.....	Emma J. Kinney.....	7,200
Ridgefield.....	Ridgefield Library.....	Jennie Smith.....	10,114
Rockville.....	Public Library.....	Edith M. Peck.....	11,482
Salisbury.....	Scott Memorial Library.....	Charlotte B. Norton.....	11,739
Seymour.....	Public Library.....	Mrs. Edyth M. Adams.....	8,010
Sharon.....	Hotchkiss Memorial Library.....	Mary C. Mackey.....	7,870
Shelton.....	Plumb Memorial Library.....	Jessamine Ward.....	16,119
Shelton.....	Free Library.....	Carrie L. MacRoy.....	13,300
South Manchester.....	do.....	Louise L. Bartlett.....	12,687
South Norwalk.....	Public Library.....	Mrs. Agnes L. Blanchard.....	13,446
Southington.....	do.....	Mrs. Charles H. Bissell.....	7,107
Southport.....	Pequot Library.....	Gertrude Whittemore.....	42,255
Stafford Springs.....	Stafford Public Library.....	Mabel G. Meyers.....	7,340
Stamford.....	Ferguson Library.....	Alice M. Colt.....	32,923
Stonington.....	Free Library.....	Mrs. K. Hahn.....	7,000
Stratford.....	Library Association.....	Frances B. Russell.....	17,622
Suffield.....	Kent Memorial Library.....	Madeline H. Spencer.....	19,300
Thomaston.....	Public Library.....	Martha E. Potter.....	6,301
Thompsonville.....	Enfield Public Library.....	Lillian V. Bailly.....	7,582
Torrington.....	Torrington Library.....	Louise T. Mason.....	14,000
Uncasville.....	Raymond Library.....	Lucy P. Scholfield.....	6,400
Wallingford.....	Public Library.....	Minnie E. Godney.....	15,000
Washington.....	Gunn Memorial Library.....	Fanny P. Brown.....	5,989
Waterbury.....	Silas Bronson Library.....	Helen Sperry.....	103,624
Watertown.....	Library Association.....	Jennie M. Smith.....	9,736
Westport.....	Public Library.....	Mrs. Edith V. Sherwood.....	9,000
Wethersfield.....	do.....	Belle Brigham.....	7,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
CONNECTICUT—continued.			
Williamantic.....	Dunham Hall Library.....	Mrs. Hattie B. Gates.....	6,334
Do.....	Public Library.....	Bell B. Rigglesman.....	9,000
Winsted.....	Beardsley Library.....	Dorothy Whiting.....	14,200
DELAWARE			
Dover.....	State Library.....	Earle D. Willey.....	80,000
New Castle.....	New Castle Library.....	Ruth E. Stewart.....	7,000
Odessa.....	Corbit Library.....	May C. Enos.....	7,000
Wilmington.....	Wilmington Institute Free Library.	Arthur L. Bailey.....	80,162
DISTRICT OF COLUMBIA.			
Washington.....	Library of Congress.....	Herbert Putnam.....	2,537,922
Do.....	Pan American Union (Columbus Memorial Library).	Charles E. Babcock.....	40,000
Do.....	Peabody Library.....	Eva Nelson Gilbert.....	9,000
Do.....	Public Library.....	George F. Bowerman.....	206,904
Do.....	U. S. Department of Agriculture	Claribel R. Barnett.....	145,000
Do.....	Weather Bureau.....	C. Fitzhugh Talman.....	37,000
Do.....	U. S. Department of Commerce	Anne G. Cross.....	100,000
Do.....	Bureau of Fisheries.....	Rose M. MacDonald.....	20,000
Do.....	Bureau of Standards.....	A. Fantl.....	16,239
Do.....	Coast and Geodetic Survey.....	William A. Masker, jr.....	14,000
Do.....	U. S. Department of the Interior:		
Do.....	Bureau of Education.....	John D. Wolcott.....	175,000
Do.....	Bureau of Mines.....	Mrs. Edith Spofford.....	5,500
Do.....	Geological Survey.....	Julia L. V. McCord.....	130,000
Do.....	Patent Office.....	H. H. Brogan.....	7,400
Do.....	U. S. Department of Justice.....	George Kearney.....	50,000
Do.....	U. S. Department of Labor.....	Laura A. Thompson.....	50,000
Do.....	U. S. Department of the Navy.....	Charles W. Stewart.....	75,000
Do.....	Naval Observatory.....	William D. Horigan.....	29,657
Do.....	U. S. Department of State, Bureau of Rolls and Library.	John A. Tonner.....	79,000
Do.....	U. S. Department of the Treasury.	Emma M. V. Triepel.....	10,416
Do.....	Bureau of Public Health Service.	D. S. Masterson.....	7,500
Do.....	Office of Solicitor of the Treasury.	James S. Maddux.....	7,000
Do.....	U. S. Department of War:		
Do.....	Army War College.....	Maj. J. R. M. Taylor.....	200,000
Do.....	Surgeon General's Office.....	Lieut. Col. C. C. McCulloch, jr.....	200,000
Do.....	U. S. Federal Board for Vocational Education.	Isabel L. Towner.....	1,550
Do.....	U. S. House of Representatives.....	H. C. McCarthy.....	500,000
Do.....	U. S. Interstate Commerce Commission.	Leroy S. Boyd.....	14,000
Do.....	U. S. Public Documents Library	Sarah Ambler.....	240,000
Do.....	U. S. Senate Library.....	Edward C. Goodwin.....	250,000
Do.....	U. S. Smithsonian Institution.	Paul Brockett.....	300,000
Do.....	Bureau of American Ethnology.	Ella Leary.....	22,175
Do.....	U. S. Soldiers' Home Library.....	Mary E. Schlick.....	15,000
FLORIDA.			
Bartow.....	Public Library.....	S. S. Green.....	3,000
Clearwater.....	do.....	Margaret L. Duncan.....	4,125
DeLand.....	do.....	Mrs. H. E. Gauden.....	3,000
Jacksonville.....	do.....	Lloyd W. Josselyn.....	51,000
Ocala.....	do.....	Louise Gamsby.....	4,336
St. Augustine.....	Free Public Library.....	Elizabeth Monk.....	9,200
St. Petersburg.....	Public Library.....	Emma M. Williams.....	5,100
Sarasota.....	Sarasota Library.....	Nellie Speirs.....	3,000
Tampa.....	Public Library.....	Helen V. Stelle.....	10,300
West Tampa.....	Free Public Library.....	Rita Castello.....	2,072
GEORGIA.			
Americus.....	Carnegie Library.....	Virginia Gunn.....	4,500
Atlanta.....	do.....	Tommie Dora Barker.....	97,676
Do.....	State Library.....	Mrs. Maud B. Cobb.....	70,354
Columbus.....	Public Library.....	Mrs. C. L. Gordy.....	13,400
Cordle.....	Carnegie Library.....	Louise O. Beraw.....	4,730
Dublin.....	Public Library.....	Lily Hightower.....	4,435
Fitzgerald.....	do.....	Louisa Smith.....	3,400

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
GEORGIA—continued.			
Griffin.....	Hawkes' Free Library.....	Martha A. Kenrick.....	1,375
Macon.....	Price Free Library.....	Minnie F. Rice.....	7,000
Marietta.....	Clarke Library Association.....	Mabel C. Cortelyou.....	7,000
Montezuma.....	Carnegie Library.....	Mrs. Nettie Wilson.....	4,734
Newman.....	do.....	Katherine Powel.....	9,516
Rome.....	Public Library.....	Helen Eastman.....	5,900
Savannah.....	do.....	C. Seymour Thompson.....	25,000
Thomasville.....	do.....	Mary H. Hansell.....	5,000
Valdosta.....	Carnegie Library.....	Ruth Credille.....	4,632
Washington.....	Mary Willis Library.....	Mrs. Hardman T. Wood.....	12,000
IDAHO.			
American Falls.....	Public Library.....	Della Reed.....	2,800
Boise.....	Carnegie Public Library.....	Marion Dahl.....	22,700
Do.....	Idaho Free Traveling Library.....	Marie M. Schrieber.....	18,000
Do.....	State Law Library.....	Mrs. Stella B. Balderstone.....	30,000
Caldwell.....	Free Public Library.....	Lalla Bedford.....	4,400
Coeur d'Alene.....	Public Library.....	Helene G. Norton.....	5,000
Idaho Falls.....	do.....	Marion Orr.....	3,677
Lewiston.....	Carnegie Library.....	Margaret G. Guyer.....	10,000
Moscow.....	Public Library.....	Mary Duggan.....	5,400
Pocatello.....	Carnegie Public Library.....	Alice B. Madden, acting.....	3,166
Twin Falls.....	Public Library.....	Jessie Fraser.....	4,000
Wallace.....	do.....	Mrs. Addie R. Carpenter.....	6,000
Weiser.....	Outlook Public Library.....	Olive Lacey.....	2,150
ILLINOIS.			
Alton.....	Jennie D. Hayner Library Association.....	Harriet C. Dolbee.....	15,000
Aurora.....	Public Library.....	James Shaw.....	36,816
Batavia.....	do.....	Cassie W. Stephens.....	10,069
Belleville.....	do.....	A. M. Wolleson.....	32,893
Belvidere.....	Ida Public Library.....	Elizabeth Ballard.....	12,785
Bloomington.....	Withers Public Library.....	Nellie E. Parham.....	30,000
Blue Island.....	Public Library.....	Louise Denton.....	8,435
Cairo.....	do.....	Mrs. L. L. Powell.....	21,700
Cambridge.....	Township Public Library.....	Mrs. Elizabeth Hawks.....	8,000
Canton.....	Parlin Public Library.....	Mrs. Josephine H. Resor.....	10,785
Carthage.....	Free Public Library.....	Mrs. Elizabeth E. Pennoek.....	7,276
Centralia.....	Public Library.....	Celia M. Miles.....	7,400
Champaign.....	do.....	Ethel G. Kratz.....	23,307
Charleston.....	Carnegie Library.....	Margaret A. Gramesly.....	8,500
Chicago.....	John Crerar Library.....	Clement W. Andrews.....	391,356
Do.....	Municipal Reference Library.....	Frederick Rex.....	30,213
Do.....	Newberry Library.....	W. N. C. Carlton.....	378,148
Do.....	Public Library.....	Carl B. Roden.....	885,000
Chicago Heights.....	do.....	Sarah Driver.....	9,500
Chillicothe.....	Chillicothe Township Free Public Library.....	Gladys E. Carroll.....	2,425
Clinton.....	Vespasian Warner Public Library.....	Lillian Kent.....	13,488
Danville.....	Public Library.....	Josephine E. Durham.....	35,159
Decatur.....	Free Public Library.....	Mrs. Alice G. Evans.....	39,450
De Kalb.....	Haish Library.....	Josephine M. Janell.....	22,433
Dixon.....	Public Library.....	Mary F. Wynn.....	17,902
Earlville.....	do.....	Fanny M. Burlingame.....	6,463
East St. Louis.....	do.....	J. Lyon Woodruff.....	31,156
Edwardsville.....	Free Public Library.....	Sarah Coventry.....	4,000
Elgin.....	Gail Borden Public Library.....	Katherine L. Abbott.....	51,000
Evanston.....	Public Library.....	Marcus Skarstedt.....	61,618
Fairbury.....	Dominy Memorial Library.....	Hazel M. Tucker.....	6,000
Freeport.....	Public Library.....	Harriet Lane.....	40,575
Galena.....	do.....	Ava E. Hurst.....	9,526
Galesburg.....	do.....	Anna F. Hoover.....	50,094
Geneseo.....	do.....	Ella L. Sawyer.....	13,726
Geneva.....	do.....	Gertrude E. Aiken.....	7,200
Gilman.....	Douglas Township Library.....	Eleanor R. Jones.....	4,053
Griggsville.....	Public Library.....	Mary Gibbs.....	4,000
Harvard.....	Delos F. Diegins Library.....	Ida L. Gehrig.....	6,007
Harvey.....	Public Library.....	Sarah Daniels.....	3,900
Highland Park.....	do.....	Helen Flinn.....	11,210
Hinsdale.....	do.....	Mrs. Ella F. Ruth.....	7,619
Hoopston.....	do.....	Ellen G. True.....	9,912
Jacksonville.....	do.....	Lydia M. Barrette.....	22,962
Joliet.....	do.....	Mrs. Rena M. Barickman.....	47,088
Kankakee.....	do.....	Rose M. Mather.....	12,096
Kewanee.....	do.....	Eva Cloud.....	16,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued

Location.	Name of library.	Librarian.	Number of bound volumes.
ILLINOIS—continued.			
Knoxville.	Public Library.	Mrs. Charity A. Penn.	3,943
La Grange.	Free Public Library.	Louise E. DeWitt.	8,330
Lake Forest.	Public Library.	Frances E. Kemp.	13,933
La Salle.	do.	Kathryne G. Coleman.	14,000
Lincoln.	do.	Ida M. Webster.	16,000
Litchfield.	Free Public Library.	Mary D. Wallace.	4,000
Macomb.	do.	Mahala Phelps.	12,544
Marion.	Carnegie Library.	Mary Goodall.	2,993
Mattoon.	Public Library.	Blanche Gray.	10,063
Maywood.	do.	Grace M. Rogers.	8,154
Mendota.	Graves Public Library.	Sadie E. Wilcox.	8,000
Minonk.	Filger Library.	Edith H. Ford.	4,150
Moline.	Public Library.	Minnie Kohler.	26,058
Monticello.	Allerton Public Library.	Lena Bragg.	7,237
Morrison.	Odell Public Library.	Anna E. Corcoran.	6,030
Naperville.	Nichols Library.	Mary B. Eggermann.	5,816
Oak Park.	Public Library.	Helen A. Bagley.	33,540
Olney.	Carnegie Library.	Cora Belle Morris.	5,422
Onarga.	Free Public Library.	Charlotte M. Amerman.	6,000
Ottawa.	Reddick's Public Library.	Vera J. Snook.	15,113
Pana.	Public Library.	Mrs. Nellie C. Russell.	7,417
Paris.	do.	Cressie F. Strimple.	11,125
Paxton.	Carnegie Library.	Emma Meharry.	8,070
Pekin.	Public Library.	Anna M. Smith.	11,751
Peoria.	do.	S. P. Frowse.	124,337
Pittsfield.	do.	Lulu Quinby.	5,917
Plano.	Little Rock Township Public Library.	Mrs. Maude E. Henning.	8,219
Polo.	Buffalo Township Public Library.	E. Frances Barber.	6,237
Pontiac.	Public Library.	Nell Thornton.	10,238
Princeton.	Matson Public Library.	Agnes M. Robinson.	9,914
Quincy.	Free Public Library.	Margaret Ringier.	37,223
Rock Island.	Public Library.	Ellen Gale.	30,305
Rockford.	do.	Jane P. Hubbell.	75,663
Rockton.	Talcott Free Library.	Mary C. Forward.	5,985
Savanna.	Public Library.	Hattie L. Greve.	5,595
Shilohville.	Free Public Library.	Eva J. Davis.	9,486
Spring Valley.	Public Library.	Mrs. Mary Rees.	3,940
Springfield.	Lincoln Library.	Henry C. Remann.	73,165
do.	State Library.	Mrs. Eva May Fowler.	70,000
Sterling.	Public Library.	Sadie F. Murphy.	10,500
Stratton.	do.	Mrs. Mary L. Wright.	21,546
Sycamore.	do.	Julia S. Osborne.	7,090
Taylorville.	do.	Alina E. Emery.	8,563
Urbana.	Free Public Library.	Ida B. Hanes.	23,000
Warren.	do.	Mrs. R. D. Spofford.	6,023
Warsaw.	do.	Mrs. Clara M. Mills.	7,135
Walkeka.	Public Library.	Lillian Barnes.	6,000
Waukegan.	do.	Laura J. Perrin.	9,000
Whetson.	Adams Memorial Library.	Emma Boyd.	6,978
Wilmette.	Free Public Library.	Anna E. Law.	7,625
Winnoka.	Public Library.	Mary E. Hewes.	10,493
Woodstock.	do.	Lura M. Wandrack.	5,974
INDIANA.			
Alexandria.	Public Library.	Jennie Henshaw.	5,27
Anderson.	Carnegie Public Library.	Mabel A. Wayne.	20,000
Aurora.	Public Library.	Constance L. Wilder.	5,563
Bedford.	do.	Georgia A. Friedley.	11,88
Bloomington.	do.	Mary L. Blair.	6,12
Bluffton.	do.	Nannie W. Jayne.	10,137
Brazil.	do.	Agnes McCrea.	9,500
Carlisle.	do.	Mrs. Lucila B. Wagner.	2,500
Carthage.	Henry Henley Public Library.	Mattie Clark.	5,800
Columbia City.	People's Free Library.	Jessie H. Faust.	12,000
Columbus.	Public Library.	A. J. Dipboye.	14,500
Connersville.	do.	Isabel Ball.	7,500
Crawfordsville.	do.	Susan K. Beck.	14,415
Danville.	do.	Lou Robinson.	6,600
Decatur.	do.	Arnette L. Moses.	8,000
Elkhart.	Carnegie Library.	Ella F. Corwin.	24,824
Elwood.	Public Library.	Elizabeth McMullen.	13,700
Evansville.	do.	Ethel F. McCollough.	41,724
do.	Willard Library.	Ouida Goales.	4,600
Fort Wayne.	Public Library.	Margaret M. Colerick.	72,965
Frankfort.	do.	Olive Brumbaugh.	10,927
Franklin.	do.	Lella B. Wilcox.	5,966

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
INDIANA—continued.			
Gary.....	Public Library.....	Louis J. Bailey.....	70,341
Goshen.....	Carnegie Public Library.....	Elizabeth L. Rockwell.....	16,381
Greencastle.....	do.....	Belle S. Hanna.....	12,130
Greenfield.....	Public Library.....	Mrs. Catherine G. Poulson.....	7,520
Greensburg.....	Carnegie Public Library.....	Frank P. Montfort.....	8,857
Hammond.....	Public Library.....	Mrs. Jeanie L. Sawyer.....	24,225
Hartford City.....	do.....	Minta B. Fordney.....	13,338
Huntington.....	City Free Library.....	Winifred F. Ticer.....	26,000
Indianapolis.....	Public Library.....	Charles E. Rush.....	221,185
Do.....	State Library.....	Demarchus C. Brown.....	79,480
Jeffersonville.....	Township Public Library.....	Bertha F. Poindexter.....	9,941
Kokomo.....	Carnegie Public Library.....	Mrs. Dana H. Sollenberger.....	14,661
Lafayette.....	Public Library.....	Mrs. Virginia Stein.....	31,160
La Porte.....	do.....	Mrs. Jennie B. Jessup.....	22,516
Lebanon.....	do.....	Mrs. Cora O. Bynum.....	12,577
Linton.....	do.....	Mrs. Margaret McGahey.....	4,700
Logansport.....	do.....	Alice D. Stevens.....	20,000
Madison.....	do.....	Nellie G. Harper.....	9,000
Marion.....	do.....	Daisy Springer.....	33,563
Michigan City.....	do.....	Amalia Aicher.....	15,000
Mishawaka.....	do.....	Lyndell Martling.....	6,944
Montpelier.....	do.....	Mrs. Marian P. Watts.....	7,843
Mount Vernon.....	Alexandrian Free Public Library.....	Annabel Highman.....	7,871
Muncie.....	Public Library.....	Mary Torrance.....	33,000
New Albany.....	do.....	Annette L. Clark.....	25,000
Peru.....	do.....	Gertrude H. Thiebaud.....	15,213
Portland.....	Carnegie Free Library.....	Mary E. Boltin.....	7,880
Princeton.....	Public Library.....	Julia A. Mason.....	14,146
Rensselaer.....	do.....	Antoinette Price.....	10,000
Rochester.....	do.....	Grace Stingley.....	7,309
Seymour.....	do.....	Katherine Frazee.....	7,500
Shelbyville.....	Carnegie Public Library.....	Ida A. Lewis.....	13,753
South Bend.....	Public Library.....	Virginia M. Tutt.....	40,000
Terre Haute.....	Emeline Fairbanks Memorial Library.....	Mrs. Sallie C. Hughes.....	58,000
Tipton.....	Public Library.....	Mrs. Sam Matthews.....	7,500
Union City.....	do.....	Jessie L. Kerr.....	6,633
Valparaiso.....	do.....	Bertha Joel.....	8,059
Vincennes.....	do.....	Ella Davidson.....	13,141
Wabash.....	Carnegie Library.....	Effie Roberts.....	8,856
Warsaw.....	Warsaw and Wayne Township Library.....	Miriam Netter.....	5,928
Washington.....	Carnegie Public Library.....	Mary E. Waller.....	11,602
Whiting.....	Public Library.....	Louise Randall.....	14,000
IOWA.			
Albia.....	Public Library.....	Mrs. Laura M. Duncan.....	5,780
Alcona.....	Free Public Library.....	Gertrude I. Sheridan.....	6,754
Ames.....	Public Library.....	Kittie B. Freed.....	11,131
Anamosa.....	do.....	Elsie J. Remlev.....	5,447
Atlantic.....	Carnegie Free Public Library.....	Mary N. Adams.....	7,150
Belmond.....	Public Library.....	Mrs. Annie B. Case.....	1,700
Boone.....	Ericson Public Library.....	Bessie Moffatt.....	16,244
Burlington.....	Free Public Library.....	Miriam B. Wharton.....	45,000
Cedar Falls.....	Public Library.....	Eunice H. Overman.....	9,015
Cedar Rapids.....	Iowa Masonic Library.....	Newton R. Parvin.....	30,000
Do.....	Public Library.....	E. Joanna Hagey.....	40,000
Centerville.....	Drake Free Public Library.....	Anna G. Gault.....	10,000
Chariton.....	Free Public Library.....	Helen M. Grafton.....	4,584
Charles City.....	Public Library.....	Belle Caldwell.....	10,000
Cherokee.....	do.....	Lucile Ralston.....	8,678
Charinda.....	do.....	Irene Burwell.....	10,771
Clinton.....	Free Public Library.....	Anna M. Tarr.....	25,275
Cornua.....	do.....	Idelle Riddle.....	6,290
Council Bluffs.....	do.....	Ione Armstrong.....	34,000
Davenport.....	Public Library.....	Grace D. Rose.....	52,000
Des Moines.....	do.....	Forrest B. Spaulding.....	109,677
Do.....	State Library.....	Johnson Brigham.....	153,460
Debaque.....	Carnegie Stout Library.....	Almira R. Wilcox.....	40,000
Elkora.....	Public Library.....	Mrs. M. E. Wheelock.....	7,500
Estherville.....	Free Public Library.....	Sade M. Davidson.....	6,261
Fairfield.....	do.....	H. M. Dysart.....	27,874
Fort Dodge.....	Public Library.....	Isabella C. Hopper.....	18,326
Fort Madison.....	Cattermole Memorial Library.....	Rebecca Hesser.....	8,000
Grinnell.....	Stewart Library.....	Jane Kuhns.....	12,889
Hampton.....	Public Library.....	Mary E. Kingsbury.....	6,106

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued

Location.	Name of Library.	Librarian.	Number bound volumes.
ILLINOIS—continued.			
Knoxville.....	Public Library.....	Mrs. Charity A. Penn.....	3,943
La Grange.....	Free Public Library.....	Louise E. DeWitt.....	8,330
Lake Forest.....	Public Library.....	Frances E. Kemp.....	13,085
La Salle.....	do.....	Kathryne G. Coleman.....	14,000
Lincoln.....	do.....	Ida M. Webster.....	16,000
Litchfield.....	Free Public Library.....	Mary D. Wallace.....	4,000
Macomb.....	do.....	Mahala Phelps.....	12,544
Marion.....	Carnegie Library.....	Mary Goodall.....	2,986
Mattoon.....	Public Library.....	Bianche Gray.....	10,065
Maywood.....	do.....	Grace M. Rogers.....	8,158
McDonald.....	Graves Public Library.....	Sadie E. Wilcox.....	8,000
Minonk.....	Filger Library.....	Edith H. Ford.....	4,150
Moline.....	Public Library.....	Minnie Kohler.....	28,068
Monticello.....	Allerton Public Library.....	Lena Bragg.....	7,237
Morrison.....	Ogell Public Library.....	Anna E. Corcoran.....	6,000
Naperville.....	Nichols Library.....	Mary B. Eggermann.....	5,816
Oak Park.....	Public Library.....	Eileen A. Bagley.....	33,540
Olney.....	Carnegie Library.....	Cora Belle Morris.....	3,952
Quakana.....	Free Public Library.....	Charlotte M. Amerman.....	6,000
Ottawa.....	Reddick's Public Library.....	Vera J. Snook.....	15,113
Pana.....	Public Library.....	Mrs. Nellie C. Russell.....	7,417
Paris.....	do.....	Cressie F. Strimple.....	11,125
Faxton.....	Carnegie Library.....	Emma McBarry.....	8,000
Pekin.....	Public Library.....	Anna M. Smith.....	11,751
Peoria.....	do.....	S. P. Frowse.....	124,337
Pittsfield.....	do.....	Lulu Quimby.....	5,917
Plano.....	Little Rock Township Public Library.....	Mrs. Maude E. Henning.....	8,219
Polo.....	Buffalo Township Public Li- brary.....	E. Frances Barber.....	6,227
Pontiac.....	Public Library.....	Nell Thornton.....	10,238
Princeton.....	Matson Public Library.....	Agnes M. Robinson.....	9,914
Quincy.....	Free Public Library.....	Margaret Ringier.....	37,223
Rock Island.....	Public Library.....	Flen Gale.....	30,305
Rockford.....	do.....	Jane P. Hubbell.....	75,633
Rockton.....	Talcott Free Library.....	Mary C. Forward.....	5,985
Savanna.....	Public Library.....	Hattie L. Greve.....	5,585
Shilbyville.....	Free Public Library.....	Eva J. Davis.....	9,486
Spring Valley.....	Public Library.....	Mrs. Mary Rees.....	3,940
Springfield.....	Lincoln Library.....	Henry C. Remann.....	73,165
Do.....	State Library.....	Mrs. Eva May Fowler.....	70,000
Sterling.....	Public Library.....	Sadie F. Murphy.....	10,500
Stratton.....	do.....	Mrs. Mary L. Wright.....	21,546
Bycamore.....	do.....	Julia S. Osborne.....	7,000
Taylorville.....	do.....	Aline E. Emery.....	8,593
Urbana.....	Free Public Library.....	Ida B. Hanes.....	23,000
Warren.....	do.....	Mrs. R. D. Spoilford.....	6,023
Warsaw.....	do.....	Mrs. Clara M. Mills.....	7,135
Waukegan.....	Public Library.....	Lillian Barnes.....	6,000
Wheaton.....	do.....	Laura J. Perrin.....	9,000
Wilmington.....	Adams Memorial Library.....	Emma Boyd.....	6,979
Winnetka.....	Free Public Library.....	Anna E. Lew.....	7,625
Winnetka.....	Public Library.....	Mary E. Hewes.....	10,493
Woodstock.....	do.....	Lura M. Wandrack.....	5,974
INDIANA.			
Alexandria.....	Public Library.....	Jennie Henshaw.....	5,271
Anderson.....	Carnegie Public Library.....	Mabel A. Wayne.....	20,000
Aurora.....	Public Library.....	Constance L. Wilder.....	5,560
Bedford.....	do.....	Georgia A. Friedley.....	11,888
Bloomington.....	do.....	Mary L. Blair.....	6,131
Bluffton.....	do.....	Nannie W. Jayne.....	10,177
Brasil.....	do.....	Agnes McCrea.....	9,500
Carlisle.....	do.....	Mrs. Luella B. Wagner.....	2,500
Carthage.....	Henry Henley Public Library.....	Mattie Clark.....	5,833
Columbia City.....	People's Free Library.....	Jessie H. Faust.....	12,000
Columbus.....	Public Library.....	A. J. Dipboye.....	14,500
Connersville.....	do.....	Isabel Ball.....	7,500
Crawfordsville.....	do.....	Susan K. Beck.....	14,415
Danville.....	do.....	Lou Robinson.....	6,600
Decatur.....	do.....	Arnette L. Moses.....	8,000
Elkhart.....	Carnegie Library.....	Fila F. Corwin.....	24,824
Elwood.....	Public Library.....	Elizabeth McMullen.....	13,700
Evansville.....	do.....	Ethel F. McCollough.....	41,724
Do.....	Willard Library.....	Otilda Goslee.....	4,600
Fort Wayne.....	Public Library.....	Margaret M. Colerick.....	72,965
Frankfort.....	do.....	Olive Brumbaugh.....	10,927
Franklin.....	do.....	Lella B. Wilcox.....	5,966

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
INDIANA—continued.			
Gary.....	Public Library.....	Louis J. Bailey.....	70,341
Goshen.....	Carnegie Public Library.....	Elizabeth L. Rockwell.....	16,381
Greencastle.....	do.....	Belle S. Hanna.....	12,130
Greenfield.....	Public Library.....	Mrs. Catherine G. Poulson.....	7,320
Greensburg.....	Carnegie Public Library.....	Frank P. Montfort.....	6,857
Hammond.....	Public Library.....	Mrs. Jeanie L. Sawyer.....	24,225
Hartford City.....	do.....	Minta B. Fordney.....	13,338
Huntington.....	City Free Library.....	Winifred F. Ticer.....	26,000
Indianapolis.....	Public Library.....	Charles E. Rush.....	221,185
Do.....	State Library.....	Demarchus C. Brown.....	79,480
Jefersonville.....	Township Public Library.....	Bertha F. Poindexter.....	9,941
Kokomo.....	Carnegie Public Library.....	Mrs. Dana H. Sollenberger.....	14,661
Lafayette.....	Public Library.....	Mrs. Virginia Stein.....	31,160
La Porte.....	do.....	Mrs. Jennie B. Jessup.....	22,516
Lebanon.....	do.....	Mrs. Cora O. Bynum.....	12,577
Linton.....	do.....	Mrs. Margaret McGauhey.....	4,700
Logansport.....	do.....	Alice D. Stevens.....	20,000
Madison.....	do.....	Nellie G. Harper.....	9,000
Marion.....	do.....	Daisy Springer.....	33,563
Michigan City.....	do.....	Amalie Aicher.....	15,000
Mishawaka.....	do.....	Lyndell Martling.....	6,944
Montpelier.....	do.....	Mrs. Marian P. Watts.....	7,843
Mount Vernon.....	Alexandrian Free Public Library.....	Annabel Highman.....	7,871
Muncie.....	Public Library.....	Mary Torrance.....	33,000
New Albany.....	do.....	Annette L. Clark.....	25,000
Perrin.....	do.....	Gertrude H. Thiebaud.....	15,213
Portland.....	Carnegie Free Library.....	Mary E. Bolten.....	7,880
Princeton.....	Public Library.....	Julia A. Mason.....	14,146
Rensselaer.....	do.....	Antoinette Price.....	10,000
Rochester.....	do.....	Grace Stingley.....	7,309
Seymour.....	do.....	Katherine Frazee.....	7,500
Shelbyville.....	Carnegie Public Library.....	Ida A. Lewis.....	13,733
South Bend.....	Public Library.....	Virginia M. Tutt.....	40,000
Terre Haute.....	Emeline Fairbanks Memorial Library.....	Mrs. Sallie C. Hughes.....	58,000
Tipton.....	Public Library.....	Mrs. Sam Matthews.....	7,500
Union City.....	do.....	Jessie L. Kerr.....	6,453
Valparaiso.....	do.....	Bertha Joel.....	8,059
Vincennes.....	do.....	Ella Davidson.....	13,141
Wabash.....	Carnegie Library.....	Effie Roberts.....	8,856
Warsaw.....	Warsaw and Wayne Township Library.....	Miriam Netter.....	5,928
Washington.....	Carnegie Public Library.....	Mary E. Waller.....	11,602
Whiting.....	Public Library.....	Louise Randall.....	14,000
IOWA.			
Albia.....	Public Library.....	Mrs. Laura M. Duncan.....	5,780
Alcona.....	Free Public Library.....	Gertrude I. Sheridan.....	6,754
Ames.....	Public Library.....	Kittie B. Freed.....	11,131
Anamosa.....	do.....	Elsie J. Remley.....	5,447
Atlantic.....	Carnegie Free Public Library.....	Mary N. Adams.....	7,150
Belmond.....	Public Library.....	Mrs. Annie B. Case.....	1,700
Boone.....	Ericson Public Library.....	Bessie Moffatt.....	16,244
Burlington.....	Free Public Library.....	Miriam B. Wharton.....	45,000
Cedar Falls.....	Public Library.....	Eunice H. Overman.....	9,015
Cedar Rapids.....	Iowa Masonic Library.....	Newton R. Parvin.....	30,000
Do.....	Public Library.....	E. Joanna Harey.....	40,000
Centerville.....	Drake Free Public Library.....	Anna G. Gault.....	10,000
Chariton.....	Free Public Library.....	Helen M. Grafton.....	4,584
Charles City.....	Public Library.....	Belle Caldwell.....	10,000
Cherokee.....	do.....	Lucile Ralston.....	8,678
Clarinda.....	do.....	Irene Burwell.....	10,771
Clinton.....	Free Public Library.....	Anna M. Tarr.....	25,275
Corning.....	do.....	Idelle Riddell.....	6,290
Council Bluffs.....	do.....	Ione Armstrong.....	34,000
Davenport.....	Public Library.....	Grace D. Rose.....	52,000
Des Moines.....	do.....	Forrest B. Spaulding.....	100,677
Do.....	State Library.....	Johnson Brigham.....	153,460
Dubuque.....	Carnegie Stout Library.....	Almira R. Wilcox.....	40,000
Elkora.....	Public Library.....	Mrs. M. E. Wheelock.....	7,500
Estherville.....	Free Public Library.....	Sade M. Davidson.....	8,261
Fairfield.....	do.....	H. M. Dysart.....	27,874
Fort Dodge.....	Public Library.....	Isabella C. Hopper.....	18,336
Fort Madison.....	Cattermole Memorial Library.....	Rebecca Hesser.....	9,000
Grinnell.....	Stewart Library.....	Jane Kuhns.....	12,869
Hampton.....	Public Library.....	Mary E. Kingsbury.....	6,106

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
IOWA—continued.			
Independence	Free Public Library	Minnie Markham	6,742
Indianola	Public Library	Mary E. McCoy, acting	10,517
Iowa City	do	Helen McRaith	18,324
Jefferson	do	Mary G. Barney	5,000
Keokuk	do	Nannie P. Fulton	25,564
Le Mars	do	Mae Smith	7,000
Malvern	do	Ruth Roberts	2,415
Manchester	Carnegie Library	Margaret Lindsay	8,150
Maquoketa	Free Public Library	Ida M. Simpson	10,421
Marion	Carnegie Library	Katherine M. Petree	6,218
Marshalltown	Public Library	Anna Maude Kimberley	18,000
Mason City	do	Mrs. Bertha S. Baird	17,640
Mount Pleasant	Free Public Library	Elena E. Budde	15,162
Muscatine	P. M. Musser Public Library	Ellen G. Stocker	15,856
Nevada	Public Library	Alice Lewis	7,300
Newton	Free Public Library	Elizabeth McB. King	11,274
Onawa	Public Library	Helen E. Allen	10,000
Osage	Sage Public Library	Rena Gray	6,783
Oskaloosa	Free Public Library	Rachel B. Forbush	13,000
Ottumwa	Public Library	May B. Ditch	37,088
Pella	Carnegie-Viersen Library	Leona Renvers	8,122
Perry	Free Public Library	Flora B. Bailey	8,405
Shenandoah	Public Library	Berdene Jay	8,088
Sioux City	Free Public Library	Clarence W. Sumner	47,574
Tipton	Carnegie Public Library	Helen R. Schriver	8,287
Vinton	Public Library	Elizabeth F. Williams	9,680
Washington	Jane A. Chilcote Library	Eva G. Denny	9,736
Waterloo	Public Library	Maria C. Brace	20,000
Webster City	Kendall Young Library	E. D. Burgess	13,334
Winterset	Public Library	Mary Cassidy	9,980
KANSAS.			
Abilene	Free Public Library	Lida Romig	7,058
Anthony	Free Public Library and Reading Room	Lora Orr	3,500
Arkansas City	Public Library	Mrs. Mary E. Ranney	7,180
Atchison	do	Mrs. Leontine Scofield	11,085
Burlington	Carnegie Free Public Library	Mrs. Della Hall	7,000
Chanute	Public Library	Myrtle Johnson	10,884
Coffeyville	do	Elizabeth J. Hull	7,900
Concordia	Free Public Library	Anna M. Shafer	6,500
El Dorado	Carnegie Library	Mildred Kilgore	3,500
Emporia	Free Library	Mildred Berrier	10,000
Fort Scott	Public Library	Mary L. Barlow	7,585
Great Bend	do	Bina Deighton	5,200
Hawthorne	Morrill Free Public Library	Rebecca D. Kisser	10,000
Hutchinson	Public Library	Ida Day	10,200
Independence	do	Anna M. Gemmell	9,700
Junction City	George Smith Public Library	Mary H. Barker	11,323
Kansas City	Public Library	Sara J. Greenman	20,251
Lawrence	Free Public Library	Virginia S. Edwards	14,880
Leavenworth	do	T. R. Temple	20,000
Manhattan	Carnegie Free Public Library	Mary Cornelia Lee	8,500
Newton	Free Library	Lydia A. McGaughey	7,474
Oswego	Free Public Library	Mrs. C. M. Wiley	4,000
Ottawa	Carnegie Free Library	Alice C. Graham	9,250
Paola	Free Public Library	Issie B. Pitts	10,678
Parsons	Public Library	Mrs. Belle Curry	10,700
Peabody	do	Emma F. Christ	12,000
Pittsburg	do	Mrs. Theresa G. Randolph	15,500
Salina	Free Public Library	Mrs. Della E. Brown	15,500
Topeka	do	Caroline Medlicott	24,027
Do	State Library	James L. King	85,200
Washington	Public Library	Stella H. Johnson	2,800
Wichita	City Library	Julius Lucht	15,245
KENTUCKY.			
Covington	Public Library	Anne M. Spears	21,427
Danville	Danville Library	Louise Cooke	4,000
Frankfort	State Library	Frank K. Kavanaugh	118,000
Harrodsburg	Public Library	Mrs. Fred G. Currey	5,200
Henderson	do	Susan B. Towles	9,500
Hickman	Carnegie Library	J. M. Calvin	5,000
Knotsville	Free Library	Teresa Carries	3,000
Lawrenceburg	Carnegie Library	Miss Russell Chambers	3,700
Lexington	Public Library	Florence Dillard	32,191
Louisville	Free Public Library	George T. Settle	216,114

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
KENTUCKY—continued.			
Maysville.	Public Library.	Mary E. Richeson.	9,000
Mount Sterling.	Athenaeum Library.	Mrs. Jennie M. Samuels.	4,000
Newport.	Public Library.	Henrietta J. Litzendorf.	13,112
Nicholasville.	Withers Memorial Library.	Lyde Hughes.	4,324
Owensboro.	Carnegie Free Public Library.	Susannah Bishop.	8,775
Paducah.	Carnegie Public Library.	Jessica Hopkins.	20,708
Paris.	Public Library.	Imogen Redmon.	7,228
Pippaspass.	Free Library.	Mrs. Arthur W. Lloyd.	5,678
Somerset.	Public Library.	Mrs. Wynona McDaniels.	6,308
Versailles.	Logan-Helm Memorial Library.	Miss M. W. Edwards.	2,224
LOUISIANA.			
Alexandria.	Public Library.	Lillie J. Thornton.	4,211
Baton Rouge.	do.	Sarah Stirling.	5,008
Jennings.	Carnegie Library.	Mrs. Minna L. Roberts.	3,200
Lake Charles.	Carnegie Public Library.	Mrs. C. M. Dees.	5,008
New Orleans.	Howard Memorial Library.	William Beer.	58,008
Do.	Public Library.	Henry M. Gill.	161,309
Do.	State Library.	Alice M. Magee.	40,000
MAINE.			
Alfred.	Parsons Memorial Library.	Mary C. Emerson.	7,715
Andover.	Public Library.	Mabel E. French.	6,997
Auburn.	do.	Georgiana Lunt.	21,535
Augusta.	Lithgow Library and Reading Room.	Julia M. Clapp.	13,008
Do.	State Library.	Henry E. Dunnack.	120,008
Bangor.	Public Library.	Charles A. Flag.	57,569
Bar Harbor.	Jesup Memorial Library.	I. M. Suminsbey.	12,508
Bath.	Fatten Free Library.	Margaret Rogers Foote.	22,213
Bellaast.	Free Library.	Annie Leonora Barr.	18,453
Biddeford.	Public Library.	Emma Hatch.	18,000
Brunswick.	Curtis Memorial Library.	Mary O. Gilman.	16,000
Calais.	Free Library and Reading Room.	Alice L. Delaney.	11,708
Camden.	Public Library.	Mrs. Emma J. Hosmer.	7,956
Castine.	Witherle Memorial Library.	Katherine Davenport.	5,508
Cherryfield.	Public Library.	Ida E. Wakefield.	1,500
Corinna.	Stewart Free Library.	Mrs. Edna A. Hutchins.	7,008
Cumberland Mills.	Cumberland Mills Library.	Lucy S. Anderson.	7,258
Dexter.	Town Library.	Lizzie S. Springall.	13,181
Dover.	Thompson Free Library.	Mary E. Averill.	11,952
Eastport.	Peavey Library.	Virginia P. Kemp.	12,008
Eliot.	William Fogg Library.	M. Louise Foye.	8,270
Ellsworth.	City Library.	Mary A. Hodgkins.	7,018
Fairfield.	Lawrence Public Library.	Mrs. Anna R. Reed.	8,600
Farmington.	Cutler Memorial Library.	Mrs. Flora A. Brooks.	15,009
Freeport.	B. H. Bartol Library.	Annette H. Aldrich.	4,909
Gardiner.	Public Library.	Mrs. B. C. Berry.	15,008
Gorham.	Baxter Memorial Library.	Victoria A. Magnusson.	10,050
Guilford.	Memorial Library.	Ernestine Hale.	5,500
Hallowell.	Hubbard Free Library.	Annie F. Page.	12,500
Houlton.	Cary Memorial Library.	Anna Barnes.	12,000
Kennebunk.	Public Library.	Mrs. C. R. Bragdon.	11,000
Kittery.	Rice Public Library.	Eleanor L. Lovell.	11,475
Lewiston.	Public Library.	Angie E. Tracy.	26,340
National Soldiers' Home.	National Soldiers' Home Library.	Frank L. Dow.	13,128
New Gloucester.	Public Library.	Helen A. Maseley.	7,000
Norway.	do.	Helen H. Holmes.	9,000
Old Town.	do.	Amy S. Wood.	7,000
Orr's Island.	Orr's Island Library.	Abbie P. Stevens.	5,500
Paris.	Hamilton Memorial Hall.	Mrs. C. E. Shaw.	2,700
Pittsfield.	Public Library.	Minnie Porter.	7,700
Portland.	do.	Alice C. Furbish.	76,000
Presque Isle.	Free Library.	Lucinda B. Marston.	5,800
Ranqueley.	Public Library.	Mrs. L. J. Kempton.	5,980
Rockland.	do.	Nancy I. Burbank.	14,952
Saco.	Dyer Library Association.	John Haley.	18,000
Sanford.	Public Library.	Bentley Aveyard.	5,000
Skowhegan.	do.	Mrs. Fanny J. Cabot.	14,256
South Berwick.	Fogg Memorial Library.	Elizabeth H. Goodwin.	8,334
South Paris.	Paris Public Library.	Mrs. Ella A. Wight.	5,000
South Poland.	Poland Spring Library.	Frank Carlos Griffith.	7,200
Thomaston.	Public Library.	Lizzie S. Levensaler.	7,349
Vinal Haven.	do.	Linda A. Jones.	6,000
Waterville.	do.	Jennie M. Smith.	13,508
Westbrook.	Memorial Library.	Lillian Quinby.	16,008
Wilton.	Free Public Library.	Lucy E. Palmer.	4,760
Yarmouthville.	Merrill Memorial Library.	Ellen S. Mitchell.	8,800

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of Library.	Librarian.	Number bound volumes.
MARYLAND.			
Annapolis.	State Library.	Nettie V. Hase.	98.00
Baltimore.	City Library.	Wilber F. Ogble.	30.7
do.	Enoch Pratt Free Library.	Benard C. Steinar.	206.51
Frederick.	Frederick County Free Library.	Eleanor B. Elder.	1.2
Hagerstown.	Washington County Free Library.	Mary L. Titcomb.	23.97
Kensington.	Neves Library.	Mrs. Orin J. Field.	1.50
Reisterstown.	Tillard Memorial Free Library.	Alison McKenney.	2.35
MASSACHUSETTS.			
Abington.	Public Library.	A. Brewster Vaughn.	12.05
Acton.	Memorial Library.	Arthur F. Davis.	12.27
Adams.	Free Library.	Michael L. Moore.	20.00
Amesbury.	Public Library.	Allice C. Follansbee.	17.52
Amherst.	do.	Inez Chapman.	14.89
Audubon.	Memorial Hall Library.	Edna A. Brown.	23.70
Andover.	Robbins Library.	Elizabeth J. Newton.	29.46
Ashburnham.	Stevens' Public Library.	Mrs. N. T. Wheeler.	7.98
Ashfield.	Belding Memorial Library.	May G. Bolce.	8.05
Ashland.	Public Library.	Mrs. Ellen M. Arnold.	8.95
Athol.	do.	Edith Barber.	11.25
Attleboro.	do.	Mrs. Lucinda F. Spofford.	19.92
Ayer.	Ayer Library.	S. Adelaide Rice.	11.00
Barnstable.	Sturges Library.	Elizabeth C. Nye.	16.56
Beverly.	Town Library.	Carrie E. Read.	14.70
Beverly.	Free Public Library.	Fannie Wood.	12.77
Beverly.	Clapp Memorial Library.	Mrs. Cora S. Burnett.	70.00
Belmont.	Public Library.	Lucy D. Luard.	15.00
Beverly.	Cushman Library.	Nettie M. G. Pierce.	13.70
Beverly.	Public Library.	Martha P. Smith.	25.00
Billerica.	Bennett Public Library Association.	Emma M. Whitford.	6.10
Blackstone.	Free Public Library.	P. F. Fitzgerald.	14.00
Boston.	Public Library.	F. De C. Newton.	8.75
Boston.	Hoston Athenaeum Library.	Charles Knowles Bolton.	285.00
do.	State Library.	Lawrence B. Evans.	194.14
do.	Public Library.	Charles F. D. Belden.	1,161.18
Bourne.	Jonathan Bourne Public Library.	Jane Stormas.	6.90
Braintree.	Thayer Public Library.	Lucretia F. Hatch.	17.66
Brewster.	Ladies Library.	Alma Rogers.	7.70
Bridgewater.	Public Library.	Lucia L. Christian.	19.50
Brookline.	do.	Mary Anna Tarbell.	9.00
Brookline.	do.	Frank H. Whitmore.	70.56
Brookfield.	Merrick Public Library.	Harriet G. Brown.	23.00
Brookline.	Public Library.	Louisa M. Hooper.	96.00
Bryantville.	Cobb Library.	Mrs. Julia Morton.	5.75
Cambridge.	Public Library.	T. Harrison Cummings.	117.07
Camden.	do.	Mrs. Lucy D. Downes.	19.00
Charlmont.	Free Town Library.	Alice Bemis.	5.00
Charlton.	Free Public Library.	Ruth P. Wakefield.	6.90
Chatham.	Eldredge Public Library.	Edna M. Hardy.	10.80
Chatham.	Adams Library.	Mrs. E. R. Clark.	19.52
Chatham.	Public Library.	Medora J. Simpson.	7.10
Chatham.	Library Association.	Emma F. Martin.	42.01
Chatham.	Public Library.	Anne A. Smith.	44.34
Chatham.	Rigelow Free Public Library.	Heleen A. Thissell.	17.33
Chatham.	Paul Pratt Memorial Library.	Sarah B. Odier.	47.02
Concord.	Free Public Library.	Helen W. Kelley.	9.51
Conway.	Field Memorial Library.	Cora M. Hassell.	6.25
Cotuit.	Public Library.	Beulah B. Borden.	9.00
Cummington.	Bryant Free Library.	Mrs. Lottie W. Tower.	12.10
Danvers.	Free Public Library.	Mrs. Caroline B. Fiskinger.	30.12
Danvers.	Peabody Institute Library.	Mrs. Emille D. Patch.	25.00
Dedham.	Public Library.	Anne P. Rolland.	4.70
Dover.	Town Library.	Elizabeth F. Heard.	5.20
Dudley.	Conant Library.	Leora E. Dugar.	9.69
Duxbury.	Free Library.	Sara B. Higgins.	8.00
East Bridgewater.	Public Library.	Lucy L. Sildall.	6.30
East Douglas.	Simon Fairfield Public Library.	Rosalie F. Williams.	8.00
East Northfield.	Talcott Library.	Virginia T. Smith.	16.00
Easthampton.	Public Library.	Hazel M. Benjamin.	6.00
Essex.	T. O. H. P. Burnham Public Library.	Ethelyn B. Story.	33.00
Everett.	Frederick E. Parlin Memorial Library.	Ellen L. Johnson.	11.33
do.	Shute Memorial Library.	Pearl L. Parkston.	24.74
Fairhaven.	Milcent Library.	Galen W. Hill.	24.74

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MASSACHUSETTS—contd.			
Fall River	Public Library	George W. Rankin	102,418
Falmouth	Free Public Library	Pamella F. Robbins	12,085
Fitchburg	Public Library	George E. Nutting	60,781
Florence	Illy Library	Mrs. S. Minerva Paxton	6,000
Frammingham	Town Library	Emma L. Clarke	39,100
Franklin	Franklin Library	Mrs. Ella G. Campbell	10,400
Gardner	Levi Heywood Memorial Library	Lillian Callahan	16,614
Georgetown	Peabody Library	Lola P. Noyes	8,892
Gleicester	Sawyer Free Library	Rachel S. Webber	22,000
Grafton	Public Library	Lucy W. Biscoe	14,616
Great Barrington	Masson Library	Emmus W. Sheldon	16,938
Greenfield	Public Library	May Ashley	35,350
Groton	do.	Emma F. Blood	14,246
Groveland	do.	Hicema M. Nickerson	5,692
Hadley	Goodwin Memorial Library	George C. Marsh	6,000
Hamilton	Public Library	Amie S. Preston	5,000
Hanover Center	John Curtis Free Library	Bessie M. Sprout	8,000
Hartford	Public Library	Mrs. James L. Whitney	8,229
Hatfield	Free Public Library	Ellen A. Waite	5,792
Haverhill	Public Library	John G. Moulton	110,000
Hingham	do.	Allert L. Stephenson	16,000
Hingham	do.	Mrs. Cora Levell	10,000
Holbrook	do.	Zenas A. Franch	10,000
Holbrook	Gale Free Library	M. Addie Holden	7,575
Holiston	Public Library	Frances J. Hayes	2,000
Holyoke	do.	Frank G. Willcox	53,580
Hopedale	Bancroft Memorial Library	Harriet B. Sornborger	13,372
Housatonic	Russell Public Library	Lydia A. Fuller	9,000
Hubbardston	Free Public Library	Mrs. Lucy H. Clough	5,726
Hudson	Public Library	Grace M. Whittemore	13,218
Ipswich	Free Public Library	Mary B. Maine	12,817
Kingston	Frederic C. Adams Public Library	Mrs. Jennie F. McLauthlen	9,865
Leicester	Town Library	Virginia M. Kaves	41,128
Leicester	Newton Memorial Library	Mrs. E. G. Loring	2,000
Lawrence	Free Public Library	William A. Walsh	72,786
Lee	Library Association	Mary Stallman	12,500
Leicester	Public Library	Mary D. Thurston	16,000
Leicester	Leicester Library	Edith O. Fitch	19,500
Leominster	Public Library	Florence E. Wheeler	34,144
Lexington	Cary Memorial Library	Marion P. Kirkland	30,064
Lincoln	Public Library	Lydia J. Chubb	10,684
Littleton	Reuben Hoar Library	Margaret E. Thatcher	14,012
Lowell	City Library	Frederick A. Chase	102,000
Lynn	Ritter Memorial Library	I. Francis Jones	9,181
Lynn	Public Library	Clarence E. Sherman	108,083
Malden	Malden Library	Mrs. C. C. Sargent	7,400
Malden	Public Library	Herbert W. Pison	71,879
Manchester	do.	Jennie C. Sargent	12,000
Manchester	do.	Ida F. Hodges	8,500
Marblehead	Abbott Public Library	Mrs. Sarah P. Gregory	22,000
Marion	Library Association	Alice A. Ryder	8,106
Marlboro	Public Library	John P. McFee	30,000
Marlborough	Free Public Library	Grace A. Tilden	7,375
Mattapoisett	Public Library	Mrs. Sarah F. Nyman	5,500
Mattapoisett	do.	Lucretia M. Johnson	4,500
Medford	do.	Abby L. Sargent	53,732
Medford	do.	Carry M. Worthen	21,000
Medford	do.	Mrs. Lena W. George	5,983
Mendon	Taft Public Library	Susanna I. Seyre	6,000
Methuen	Public Library	Harriet L. Crosby	22,500
Methuen	Nevis Memorial Library	Mary M. Eddy	22,474
Middleboro	Public Library	Edith L. Fletcher	8,131
Middleton	Flat Public Library	Nathaniel F. Blake	20,908
Milford	Town Library	Mrs. Florence Freeland	5,000
Milbury	Sutton Free Library	Gertrude E. Forrest	29,737
Milton	Public Library	Kate C. Sweet	13,873
Milton	Horatio Lyon Memorial Library	Kate A. Armstrong	7,983
Mendon	Town Library	Anne L. Miller	14,950
Mount Herman	Schauffer Memorial Library	May W. Perkins	25,204
Nahant	Public Library	Clara Parker	20,000
Natick	Naticket Athenaeum	Mira R. Partridge	29,000
Natick	Free Public Library	Esther C. Johnson	20,000
Natick	do.	George H. Tripp	163,053
New Bedford	Public Library	John D. Parsons	54,440
Newburyport	Free Library	Harold T. Dougherty	100,182
Newton	Public Library	Gertrude M. Gleason	10,000
North Abington	do.	Mabel Temple	38,854

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes
MASSACHUSETTS—contd.			
North Andover	Stevens Memorial Library	Elizabeth M. Pond	15,000
North Attleboro	Richards Memorial Library	Ada M. Perry	15,000
North Brookfield	Appleton Library	William S. Gooch	5,000
Do	Free Public Library	Katharine E. Smith	8,000
North Chelmsford	Public Library	Anna C. MacKay	7,699
North Easton	Ames Free Library	Mary L. Lamprey	20,873
North Reading	Flint Memorial Library	Addie W. Gowing	6,280
Northampton	Forbes Library	J. L. Harrison	147,002
Northboro	Free Library	M. Evelyn Potter	15,600
Northfield	Dickinson Memorial Library	Mrs. Nellie G. Randall	10,814
Norton	Public Library	Mabel E. Roode	8,443
Norwell	James Library	Marion G. Merritt	5,000
Norwood	Morrill Memorial Library	Jane A. Hewitt	21,180
Orange	Wheeler Memorial Library	N. Gertrude Hendrickson	15,900
Orleans	Snow Library	Mary S. Cummings	6,472
Oxford	Free Public Library	Mrs. Clara A. Fuller	11,000
Palmer	Young Men's Library	Clifton A. Hobson	12,000
Peabody	Peabody Institute Library	John E. Keefe	48,201
Pepperell	Lawrence Memorial Library	Heleen M. Wiley	18,335
Petersham	Memorial Library	Fannie G. Prince	8,000
Pittsfield	Phillips Free Public Library	Mrs. Cora A. Dunton	6,880
	Berkshire Athenæum and Museum	Harlan H. Ballard	60,000
Plymouth	Public Library	Lillian C. Kerr	15,000
Princeton	do	Susan A. Davis	8,500
Provincetown	do	Abbie C. Putnam	14,000
Quincy	Thomas Crane Public Library	Alice G. White	44,512
Randolph	Turner Free Library	Alice M. Belcher	26,953
Reading	Public Library	Bertha L. Brown	9,434
Revere	do	Harriet T. Fenno	11,000
Rockland	Memorial Library	Mrs. Lida A. Clark	15,000
Rockport	Public Library	Mabel L. Woodfall	8,084
Royalston	Phinehas S. Newton Library	Mrs. Emeline E. Mackenzie	4,315
Salem	Public Library	Gardner M. Jones	66,600
Do	Salem Athenæum	Mrs. Alice H. Stone	28,054
Sandwich	Weston Memorial Library	Annie A. Rogers	6,000
Saugus	Free Public Library	Mrs. Edith F. Nickerson	13,000
Sherborn	Public Library	Isadora B. Paine	8,000
Shelburne Falls	Arms Library	Mrs. S. A. Field	11,000
Sherborn	Dowse Library	Elizabeth D. Coolidge	8,000
Shirley	Public Library	Grace M. Kilburn	6,600
Shrewsbury	Free Public Library	Mabel E. Knowlton	11,982
Somerset	do	Frances M. Rogers	4,000
Somerville	Public Library	George H. Evans	113,221
South Braintree	Thayer Public Library	Lucretia F. Hatch	17,262
South Dartmouth	Southworth Library	Theodosia P. Chase	8,500
South Hadley	Gaylord Memorial Library	Rebecca F. Smith	7,065
South Natick	Bacon Free Library	Mrs. Adelaide Williams	4,982
South Sudbury	Goodnow Library	Mrs. Warren Hunt	10,400
South Weymouth	Fogg Library	Ruth N. Tower	8,795
Southboro	Fay Library	Sarah V. Stivers	13,975
Southbridge	Jacob Edwards Library	Ella E. Miersch	22,636
Spencer	Richard Sugden Library	Clarence R. Hodgdon	14,500
Springfield	City Library Association	Hiller C. Wellman	240,000
Springfield (Longmeadow)	Richard Salter Storrs Library	Mrs. Lucy A. Booth	7,122
Sterling	Conant Free Public Library	Pearl L. Heywood	9,625
Stockbridge	Library Association	Agnes J. Goodwin	11,000
Stoneham	Public Library	Margaret O. Wood	12,084
Stoughton	do	Amelia Clifton	15,000
Stow	Randall Memorial Library	Mrs. S. M. Lawrence	6,000
Sturbridge	Joshua Hyde Public Library	Susan L. Haynes	9,806
Sunderland	Sunderland Library	Daisy B. Montague	6,000
Swampscott	Public Library	Sarah L. Honors	12,200
Swausea	Free Public Library	Otis O. Wright	7,924
Taunton	Public Library	Joshua E. Crane	67,373
Templeton	Boynton Public Library	Grace E. Blodgett	10,500
Texksbury	Public Library	Abbie M. Blaisdell	6,200
Topsheld	Town Library	Annie P. Gleason	12,330
Townsend	Public Library	Mrs. Evelyn L. Warren	6,945
Turners Falls	Carnegie Public Library	Louise S. Partenhamer	9,000
Tyngsboro	Littlefield Library	Jennie J. Bancroft	8,000
Upton	Town Library	Helen A. Fay	7,370
Uxbridge	Free Public Library	Beatrice P. Sprague	12,000
Vineyard Haven	do	Bessie H. Stanton, acting	6,000
Wakefield	Beebe Town Library	H. Gertrude Lee	15,000
Walpole	Public Library	Margaret B. Forster	15,396
Waltham	do	Orlando C. Davis	45,180

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MASSACHUSETTS—contd.			
Ware.....	Young Men's Library Association.	Mary L. Smith.....	14,487
Warren.....	Public Library.....	Joseph G. Hastings.....	12,487
Warwick.....	Free Public Library.....	Mrs. Alice B. Hastings.....	6,269
Watertown.....	do.....	Lydia W. Masters.....	48,271
Wayland.....	do.....	Margaret E. Wheeler.....	15,295
Webster.....	do.....	Mrs. Phoebe P. Kingsbury.....	13,500
Wellesley.....	Free Library.....	Elizabeth H. Camp.....	20,099
Wenham.....	Public Library.....	Benjamin H. Conant.....	6,000
West Boylston.....	Beaman Memorial Public Library.	Annie M. Waite.....	10,000
West Bridgewater.....	Public Library.....	Mrs. Hattie E. Cary.....	7,876
West Brookfield.....	Merriam Public Library.....	Helen P. Shackley.....	7,200
West Newbury.....	Public Library.....	Sarah O. Bailey.....	5,887
West Springfield.....	do.....	Marion Bowler.....	11,000
Westboro.....	do.....	Flora B. Brigham.....	18,811
Westfield.....	Westfield Athenæum.....	George L. Lewis.....	37,000
Westford.....	J. V. Fletcher Library.....	Mary P. Bunce.....	16,488
Westhampton.....	Reunion Library.....	Gilbert I. Flint.....	5,530
Westminster.....	Forbush Memorial Library.....	Sadie F. Greene.....	8,000
Weston.....	Public Library.....	Maude M. Pennock.....	23,520
Weymouth.....	Tufts Library.....	Abbie L. Loud.....	30,608
Whitinsville.....	Social Library.....	Mary R. Clarke.....	13,225
Whitman.....	Public Library.....	Elena S. Spilsted.....	14,000
Williamsburg.....	Meekins Memorial Library.....	Jennie L. Baker.....	8,750
Williamstown.....	Public Library.....	Lucy F. Curtis.....	8,300
Winchendon.....	Beals Memorial Library.....	Georgia Farnum.....	12,005
Winchester.....	Public Library.....	Cora A. Quimby.....	22,973
Winthrop.....	do.....	Sabina M. Nelson.....	13,787
Woburn.....	do.....	Ethel A. Wallace, acting.....	60,010
Worcester.....	Free Public Library.....	Robert K. Shaw.....	244,047
Do.....	Webster Free Public Library.....	Phoebe P. Kingsbury.....	11,255
Wrentham.....	Fiske Public Library.....	Mary A. Smith.....	6,464
Yarmouthport.....	Yarmouth Library Association.....	Mrs. Lydia C. Matthews.....	9,700
MICHIGAN.			
Adrian.....	Public Library.....	Margaret F. Jowell.....	25,275
Albion.....	do.....	Elizabeth Farnham.....	6,325
Allegan.....	do.....	Lenora E. Porter.....	7,500
Alpena.....	do.....	Emily E. Oliver.....	6,500
Ann Arbor.....	do.....	Nellie S. Loving.....	24,150
Bay City.....	do.....	Agnes Van Valkenburgh.....	43,004
Do.....	Sage Library.....	Molly M. Gilbert.....	38,300
Benton Harbor.....	Public Library.....	Theodosia Falkingham.....	10,400
Big Rapids.....	Phelps Free Library.....	Mary Morrissey, acting.....	9,920
Cadillac.....	Public Library.....	William F. Sanborn.....	16,807
Charlotte.....	Free Public Library.....	Emily B. Robb.....	9,937
Cheboygan.....	Carnegie Free Library.....	Amy M. Bell.....	7,818
Coldwater.....	Free Public Library.....	Florence M. Holmes.....	1,982
Detroit.....	Public Library.....	Adam Strohman.....	482,865
Dowagiac.....	do.....	Grace ReShore.....	10,350
Escanaba.....	Carnegie Public Library.....	Laura E. Brubaker.....	10,843
Fenton.....	A. J. Phillips Public Library.....	Ella M. Williams.....	10,640
Flint.....	Public Library.....	Lena F. Caldwell.....	20,495
Grand Rapids.....	do.....	Samuel H. Ranck.....	185,228
Greenville.....	School and Public Library.....	Alice Fuller.....	5,800
Harbor Springs.....	Christian Association Library.....	Mrs. Bertha Fuller.....	5,515
Hillsdale.....	Mitchell Public Library.....	Mary Pratt.....	13,296
Holland.....	Public Library.....	Jennie R. Kanters.....	11,295
Houghton.....	do.....	Harriet L. Allen.....	13,500
Howell.....	Carnegie Library.....	E. Gladys Cook.....	10,162
Hudson.....	Public Library.....	Mamie E. Havens.....	9,645
Ionia.....	Hall-Fowler Memorial Library.....	Nina K. Preston.....	8,295
Iron Mountain.....	Carnegie Public Library.....	Leonore C. Carpenter.....	15,520
Ironwood.....	Carnegie Library.....	Emily Chisholm.....	10,000
Ishpeming.....	Carnegie Public Library.....	Mrs. Nellie E. Brayton.....	25,000
Jackson.....	Public Library.....	John S. Cleavinger.....	50,000
Kalamazoo.....	do.....	Flora B. Roberts.....	60,000
Lansing.....	Public School Library.....	Mrs. E. Jennie McNeal.....	28,159
Do.....	State Library.....	Mary C. Spencer.....	200,000
Lowell.....	Public Library.....	Hazel E. Maynard.....	7,260
Ludington.....	do.....	Alice L. Wing.....	9,500
Manistee.....	City and School Library.....	Angie Messer.....	19,500
Marquette.....	Peter White Public Library.....	Alma A. Olson.....	26,428
Mendon.....	Public Library.....	N. E. Strickland.....	6,153
Menominee.....	Spies Public Library.....	Cordeia Pleister.....	13,244

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MICHIGAN—contd.			
Monroe	Derach Memorial Library	Mrs. Jennie S. Wallace	9,834
Mount Clements	Public Library	Agnes L. Snover	13,002
Muskegon	Hackley Public Library	Lulu F. Miller	58,009
Niles	Public Library	Orrill P. Coalidge	9,302
Painesdale	Sarah Sargent Paine Memorial Library	Amelia T. Pickett	9,728
Petoskey	Public Library	Amy Lusk	7,000
Pontiac	Ladies' Library	Agnes P. Fudworth	6,080
Port Huron	Ladies' Library Association	Cora M. Carren	5,000
Do	Public Library	Katharyne Steneau	28,000
Portland	do	Edna J. Bandfield	3,600
Quincy	Free Public Library	Maud S. Barnes	4,308
Royal Oak	Township Library	Elizabeth V. Briggs	3,350
Saginaw	Mutman Fish Memorial Library	Anna Benjamin	17,484
Do	East Side Public Library	Mary E. Dow	20,647
Do	Hoyt Library	Harriet H. Ames	38,000
St. Joseph	Public Library	M. Bernice Tuscott	8,200
Sault Ste. Marie	Carnegie Public Library	Adah Shelly	12,089
Sturgis	Carnegie Free Public Library	Alida Patterson	7,129
Tecumseh	Public Library	Elizabeth Widney	6,775
Three Rivers	Free Public Library	Sue I. Stillman	15,000
Traverse City	Public Library	Alice M. Wait	17,462
Ypsilanti	Ladies' Library	Mrs. Lucy B. Loomis	11,707
MINNESOTA.			
Albert Lea	Public Library	Henryetta Armstrong	7,100
Alexandria	Free Public Library	Mrs. Margaret A. McCord	9,000
Anoka	Public Library	Mrs. Georgia A. Gess	6,422
Austin	Carnegie Public Library	Mayne Burgess	8,000
Chisholm	Public Library	Margaret Palmer	9,000
Cloquet	do	Mildred E. Eley	6,091
Crookston	Carnegie Public Library	Elizabeth Lommen	5,000
Crosby	Public Library	Mrs. William C. Deering	1,800
Duluth	do	Frances E. Farhart	72,398
Fairmont	do	Minnie Bird	5,907
Fertile	do	Sarah E. Le Crene	14,500
Fergus Falls	do	Amy A. Lewis	7,550
Hastings	Public and School Library	Stella Telford	5,575
Hibbing	Public Library	Dorothy Hurlbert	22,000
Keewatin	do	Helen Young Prall	3,097
Little Falls	Carnegie City Library	Mrs. Jeany Lind Blanchard	6,255
Luverne	Public Library	Mrs. D. E. Halbert	4,246
Mankato	do	Maud van Buren, acting	25,000
Minneapolis	do	Gratia A. Countryman	334,763
Montevideo	do	Edith M. Crandall	8,729
Moorhead	do	Ethel S. McCubrey	8,102
Morris	do	Agnes Torrey	5,000
Mountain Iron	Carnegie Public Library	Stella Stebbins	5,132
Northfield	Public Library	Mary L. Southworth	7,940
Owatonna	Free Public Library	Carol L. Clarkson	18,524
Pipestone	Public Library	May C. Funk	7,000
Red Wing	Carnegie-Luther Library	Grace L. Meyer	9,733
Rochester	Public Library	Edna Emerick	15,000
St. Cloud	do	Mrs. Marie E. Brick	15,028
St. Paul	do	W. Dawson Johnston	161,009
Do	State Library	Elias J. Lien	84,450
Sauk Center	Bryant Library	Eva M. Davis	9,503
Stillwater	Public Library	Mary E. Carson	14,785
Two Harbors	do	Vivadole Schultz	5,509
Virginia	do	Grace M. Stevens	20,000
Winona	do	Amy Hanscom	4,332
Winona	Free Public Library	Jeannette A. Clark	36,891
MISSISSIPPI.			
Biloxi	King's Daughters Library	M. T. Rodenberg	3,500
Clarksdale	Carnegie Public Library	Miss Hoyland L. Wilson	4,300
Greenville	Public Library	Amanda Worthington	10,000
Jackson	State Library	Mrs. W. F. Marshall	100,000
Meridian	Public Library	Mrs. A. K. Hamm	7,000
Natchez	Fisk Memorial Library	M. B. Montgomery	3,000
Vicksburg	Public Library	Mrs. Celestine W. Forster	1,020
West Point	Carnegie Library	Lucy Heard	2,501
Yazoo City	Library Association	Mrs. F. Barksdale	7,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
MISSOURI.			
Albany.....	Carnegie Public Library.....	May Eskline.....	4,459
Bonne Terre.....	Memorial Library.....	Frances Stevens.....	3,858
Carthage.....	Public Library.....	Alice R. Gladden.....	10,949
Hannibal.....	Free Public Library.....	Nancy C. McLachlan.....	14,087
Independence.....	do.....	Carrie Wallace.....	10,069
Jefferson City.....	do.....	Julia Andrae.....	8,295
Do.....	State Library.....	A. J. Montee.....	63,688
Joplin.....	Free Public Library.....	Mary B. Swanwick.....	29,895
Kansas City.....	Public Library.....	Furd B. Wright.....	235,000
Louisiana.....	do.....	Elizabeth Irwin.....	6,041
Maryville.....	Free Public Library.....	Mary Grace Langan.....	7,655
Moberly.....	do.....	Mrs. Bessie S. Lee.....	9,000
Nevada.....	do.....	Mary E. Barr.....	3,000
St. Joseph.....	Public Library.....	Jesse Cunningham.....	85,000
St. Louis.....	do.....	Arthur E. Bostwick.....	501,319
Bedalia.....	do.....	Irene E. Blair.....	19,943
Springfield.....	do.....	Harriet M. Horne.....	15,410
Trenton.....	Jewett Norris Library.....	Mrs. Maud Crocelsius.....	6,000
MONTANA.			
Anaconda.....	Hearst Free Library.....	Elizabeth L. Thomson.....	15,640
Big Timber.....	Carnegie Library.....	Caroline Carnes.....	3,009
Billings.....	Parly Billings Memorial Library.....	Mrs. Henry E. Garber, Jr.....	18,000
Bozeman.....	Free Library.....	Geneva Cook.....	12,669
Butte.....	Free Public Library.....	Gertrude Nichols.....	48,737
Deer Lodge.....	William K. Kohrs Memorial Library.....	Grace Reely.....	6,500
Billon.....	Public Library.....	Mary L. Innes.....	8,778
Fort Benton.....	Chouteau County Free Library.....	Pauline Madden.....	8,000
Great Falls.....	Public Library.....	Louise M. Fernald.....	23,067
Hardin.....	Big Horn County Library.....	W. E. Fearis.....	1,850
Harve.....	Carnegie Public Library.....	Mrs. Mary F. Homan.....	4,345
Helena.....	Public Library.....	Josephine M. Haley.....	55,000
Do.....	State Law Library.....	Ashburn K. Barbour.....	32,000
Kalispell.....	Public Library.....	Elizabeth P. Ritchie.....	7,225
Lewiston.....	Carnegie Public Library.....	Clara M. Main.....	6,550
Livingston.....	do.....	Ruth V. Steadman.....	7,200
Malta.....	Phillips County Library.....	Mrs. Mac White, acting.....	2,620
Miles City.....	Carnegie Library.....	Mrs. Laura Zook.....	7,000
Misoula.....	County Free Library.....	Elizabeth B. Howell.....	21,000
Red Lodge.....	Public Library.....	Mrs. M. A. Smith.....	3,000
NEBRASKA.			
Aurora.....	Public Library.....	Lillian Moore.....	5,466
Beatrice.....	Free Public Library.....	Merlyn Abbott.....	11,980
Columbus.....	Public Library.....	Rosemary Riddell.....	5,660
David City.....	do.....	Lillian M. Simpkins.....	6,500
Falls City.....	Lydia Brunn Wood Library.....	Mary Hutchings.....	9,427
Premont.....	Public Library.....	Sara E. Gosselink.....	10,000
Grand Island.....	do.....	Daisy Houck.....	6,967
Hastings.....	Carnegie Library.....	Mrs. Ida E. Capps.....	9,051
Kearney.....	Public Library.....	Mrs. Pauline Frank.....	19,000
Lincoln.....	City Library.....	Lulu Horne.....	44,300
Do.....	State Library.....	H. C. Lindsay.....	75,626
McCook.....	Public Library.....	Grace Willetts.....	5,704
Nebraska City.....	do.....	Anne Stevenson.....	7,000
Omaha.....	do.....	Edith Tobitt.....	135,000
Plattsmouth.....	do.....	C. Olive Jones.....	7,345
York.....	do.....	Ada O. Haggard.....	8,876
NEVADA.			
Carson City.....	State Library.....	Frank J. Pyne.....	21,186
Reno.....	Free Public Library.....	E. N. Damon.....	19,000
Tonopah.....	Public Library.....	Mrs. Grace R. Moore.....	3,500
NEW HAMPSHIRE.			
Alton.....	Public Library.....	Annie A. Wheeler.....	4,000
Amherst.....	Town Library.....	Mrs. Alice M. Wyman.....	6,036
Antrim.....	James A. Tuttle Library.....	Mrs. J. E. Perkins, acting.....	7,000
Berlin.....	Free Public Library.....	Lottie C. Kailey, acting.....	9,882
Bristol.....	Minot-Skeper Library.....	Mrs. Mary A. Dodge.....	8,436
Charlestown.....	Silsby Free Public Library.....	Anna L. Webber.....	8,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NEW HAMPSHIRE—contd.			
Claremont	Fiske Free Library	Mrs. Mary S. Ide	11,000
Colebrook	Public Library	Sarah E. Rolfe	5,000
Concord	do.	Grace Blanchard	30,000
Do.	State Library	Arthur H. Chase	168,000
Dover	Public Library	Caroline H. Garland	47,000
Dublin	do.	Minnie E. Leffingwell	6,000
East Derry	Taylor Library	C. Louise Bachelder	7,741
East Jaffrey	Jaffrey Public Library	Lucia B. Cutter	7,300
Exeter	Public Library	Carrie W. Byington	20,362
Fitzwilliam	Town Library	Annie L. Colby	8,000
Franconia	Abbie Greenleaf Library	Eva M. Aldrich	5,171
Franklin	Public Library	Mrs. Barron Shirley	11,418
Greenland	Weeks Library	Lillian A. Odell	6,390
Hancock	Town Library	Annie L. Putnam	7,047
Hanover	Howe Library	Etta M. Clark	8,308
Henniker	Tucker Free Library	Mrs. M. Marion Cole	7,000
Hinsdale	Public Library	Charlotte S. Slate	10,500
Hollis	Social Library	M. Louise Stratton	5,647
Hudson	Hills Memorial Library	Mrs. Eliza B. Leslie	6,440
Keene	Public Library	Mary L. Saxton	21,253
Kingston	Nichols Memorial Library	Mrs. Nellie F. Ingalls	6,621
Laconia	Public Library	Olin S. Davis	24,000
Lancaster	do.	Martha W. Brackett	12,000
Lebanon	do.	Emma Morris	7,974
Lisbon	do.	Nettie L. Kelsea	6,242
Littleton	do.	Jennie E. Smith	12,000
Manchester	City Library	F. Mahel Winchell	85,000
Marlboro.	Frost Free Library	Mabelle F. Derby	7,000
Meredith	Public Library	Mrs. Lillian Wadleigh	6,000
Milford	Free Library	Annabell C. Secombe	13,204
Nashua	Public Library	Sarah P. Barker	38,954
New Hampton	Gordon-Nash Library	Ina A. Bickford	16,272
New Ipswich	New Ipswich Library	Frances L. Nash	7,139
Newmarket	Public Library	Mrs. Charles H. Mathes	6,230
Newport	Richards Free Library	Mrs. Charles Miller	10,474
Peterboro.	Town Library	Ruby Tillinghast	18,000
Portsmouth	Public Library	Hannah G. Fernald	23,200
Rochester	do.	Lillian E. Parshley	20,097
Tilton	Hall Memorial Library	Mary M. Emery	8,525
Waketield	Public Library	Alice C. Milliken	7,508
Walpole	Town Library	Frances M. Sabin	11,000
Warner	Pillsbury Free Library	Mary B. Harris	12,000
Whitefield	Public Library	Alice E. Dodge	7,170
Wilton	Gregg Free Library	Bessie F. Bales	10,070
Wolfeboro.	Brewster Free Library	Elizabeth Brewster	6,500
Woodsville	Free Public Library	Mrs. N. J. Chamberlin	6,000
NEW JERSEY.			
Asbury Park	Public Library	Josephine W. Porter	16,000
Atlantic City	do.	Alvareta P. Abbott	38,000
Bayonne	Free Public Library	Mary G. Peters	62,000
Belleville	Public Library	Mrs. E. A. Shattuck	17,123
Bernardsville	Bernards Library Association	Katharine D. Hinman	7,400
Bloomfield	Jarvie Memorial Library	Mrs. Metta R. Ludey	19,342
Bridgeton	Bridgeton Library	Emma V. Wallen	10,000
Burlington	Burlington Library	Lydia Weston	20,505
Camden	Free Public Library	William H. Kettler	65,000
Cranford	do.	May D. Bradley	7,300
Dover	do.	Martha A. Burnett	8,000
East Newark	East Newark Library	Thomas J. Carey	10,454
East Orange	Free Public Library	Louise G. Hinsdale	56,721
Edgewater	Free Library	Clara M. Beckley	5,526
Elizabeth	Free Public Library	C. A. George	54,748
Englewood	do.	Irene A. Hackett	17,482
Gladstone	Gladstone and Peapack Public Library	J. H. Wood	2,000
Glen Ridge	Free Public Library	Margaret D. Brower	10,742
Hackensack	Johnson Public Library	Mary Bogan	22,465
Haddonfield	Free Public Library	Anna L. Cawley	8,000
Hoboken	do.	Thomas F. Hatfield	75,750
Jersey City	do.	Edmund W. Miller	187,374
Keany	do.	M. Belle KilGour	12,568
Lakewood	Public Library	Katharine L. Hinsdale	7,400
Long Branch	do.	Marv Clarkson	6,000
Millville	do.	Madeline Powell	4,000
Montclair	Free Public Library	Alta M. Barker	42,820
Morristown	Morristown Library and Lyceum	Mary F. Parsons	15,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NEW JERSEY—continued.			
Navasink.....	Library Association.....	Adelaide H. Wright.....	2,400
New Brunswick.....	Free Public Library.....	Mary N. Walker.....	37,412
Do.....	Gardner A. Sage Library.....	John C. Van Dyke.....	53,000
Newark.....	Free Public Library.....	John C. Dana.....	260,000
Newton.....	Dennis Library.....	A. Elizabeth Case.....	8,075
Nutley.....	Free Public Library.....	Irene Calvert Phillips.....	6,053
Orange.....	Free Library.....	Elizabeth H. Wesson.....	42,976
Passaic.....	Public Library.....	Edna B. Pratt.....	41,893
Paterson.....	Free Public Library.....	George F. Winchester.....	74,457
Perth Amboy.....	Public Library.....	Alce Goddard.....	23,000
Plainfield.....	Public Library and Reading Room.....	Florence M. Bowman.....	58,545
Princeton.....	Free Public Library.....	Agnes Miller.....	10,000
Rahway.....	Library Association.....	Adele W. Lupton.....	19,400
Riverton.....	Free Library.....	Elizabeth B. Campbell.....	6,000
Rockaway.....	Free Public Library.....	Etta Davey.....	8,100
Rutherford.....	do.....	Dorothy E. Burrows.....	9,370
Salem.....	Salem Library.....	Cornelia Prior.....	14,141
Somerville.....	Free Public Library.....	Elizabeth Carter.....	7,835
South Orange.....	Free Public Library.....	Julia Schneider.....	10,640
Summit.....	do.....	Emilie Hill.....	14,600
Tabor.....	Mount Tabor Free Library.....	Charlotte E. Johns.....	4,100
Trenton.....	Free Public Library.....	Howard L. Hughes.....	82,588
Do.....	State Library.....	John P. Dullard.....	110,000
Vineland.....	Free Public Library.....	Minnie G. Clark.....	7,500
Wenonah.....	do.....	Louise I. Macpherson.....	18,000
West Hoboken.....	do.....	Paul M. Konert.....	16,969
Westfield.....	do.....	Bessie Smith.....	9,385
NEW MEXICO.			
Alamogordo.....	Public Library.....	Mary Darbyshire.....	2,018
Albuquerque.....	do.....	Mrs. H. F. Dixon.....	9,644
Carlsbad.....	Norman Crosby Library.....		2,242
Deming.....	Public Library.....	Mrs. Maud C. Hoffman.....	3,038
East Las Vegas.....	Carnegie Public Library.....	Ellisabeth Cooley.....	7,700
Santa Fe.....	Public Library.....	Nannie Simmons.....	5,000
NEW YORK.			
Addison.....	Public Library.....	W. E. Barron.....	5,000
Albany.....	Free Library.....	Bertha Cudebec.....	25,000
Do.....	State Library.....	James I. Wyer, Jr.....	477,506
Do.....	Union Free Library.....	Agnes H. McCarthy.....	10,000
Do.....	Young Men's Association, Central Library.....	E. Elizabeth Barker.....	23,813
Do.....	Y. M. A. Pruyn Library.....	Mabel McKay.....	14,833
Albion.....	Swan Library.....	Lillian A. Achilles.....	14,000
Alden.....	Ewell Free Library.....	Mary E. Patrell.....	5,800
Amsterdam.....	Free Library.....	Mrs. Katherine B. Cooley.....	16,555
Angelica.....	do.....	Mrs. Mary G. Horner.....	8,182
Auburn.....	Seymour Library.....	Elizabeth Porter Clarke.....	30,000
Bath.....	Davenport Library.....	Mary L. Dodd.....	9,000
Belmont.....	Free Library.....	Ella Sortore.....	6,044
Binghamton.....	Public Library.....	William F. Seward.....	44,000
Boonville.....	Erwin Library.....	Mrs. Alice F. Owen.....	6,775
Bridge Hampton.....	Hampton Library.....	May T. Van Scoy.....	11,562
Bronxville.....	Public Library.....	Mrs. Roger M. Sherman.....	7,856
Brooklyn.....	do.....	Frank P. Hill.....	912,065
Do.....	Pratt-Institute Free Library.....	Edward F. Stevens.....	115,000
Buffalo.....	Grosvenor Library.....	Augustus H. Shearer.....	119,452
Do.....	Public Library.....	Walter L. Brown.....	263,540
Do.....	Historical Society Library.....	Mrs. Anna A. Andrews.....	40,000
Cambridge.....	Public Library.....	May Carpenter.....	7,983
Camden.....	Library Association.....	Mrs. Mary A. Manzer.....	6,000
Canandaigua.....	Wood Library.....	S. N. Lee.....	7,980
Canastota.....	Public Library.....	Mrs. Nellie H. Willis.....	10,019
Canton.....	Free Library (Benton Memorial).....	Fanny E. Wead.....	8,338
Catskill.....	Public Library.....	Emily F. Becker.....	10,000
Do.....	do.....	Elizabeth B. Needham.....	15,000
Cazenovia.....	Union Free School Library.....	Margaret E. Meyer.....	9,746
Chatham.....	Kirkland Town Library.....	Ruth W. Raymond.....	6,372
Clinton.....	City Library.....	Elmer E. Bell.....	6,700
Cohoes.....	Village Club and Library.....	Grace E. Cokeley.....	5,574
Cooperstown.....	Free Library.....	E. Pearl Wheeler.....	12,000
Corning.....	Franklin High Library.....	Margaret H. Force.....	6,225
Cortland.....	Heermance Memorial Library.....	Esther C. Johnson.....	7,680
Coxsackie.....	Public Library.....	Susie M. Parker.....	7,000
Danville.....	Free Library.....	Stanley S. Kilkenny.....	6,066
Deli.....			

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volume
NEW YORK—continued.			
Dryden	Southworth Library	Jennie Kennedy	11, 50
Dunkirk	Free Library	Carolina M. Monchow	17, 50
East Hampton	do.	E. C. Hodges	11, 00
Ellenville	Public Library	Mrs. B. B. Demarest	7, 50
Elmira	Steele Memorial Library	Mrs. Kate D. Andrew	24, 00
Endicott	Free Library	Margery C. Quigley	5, 50
Fredonia	Darwin B. Barker Library	Florence S. Hall	11, 50
Fulton	Public Library	Frances V. Forsyth	8, 50
Geneeseo	Wadsworth Library	Ethel W. Frazer	21, 14
Geneva	Free Library	Margaret A. Hayes	10, 00
Glen Cove	Public Library	Eugene C. Thorne	19, 00
Glen Falls	Crandall Free Library	Gertrude Ferguson	12, 80
Gloversville	Free Library	Lucy Edel	22, 00
Gouverneur	Reading Room Association	Wendie L. Parker	6, 25
Greene	Moore Memorial Library	Mary Summers	7, 40
Greenvale	Greenport Library	Elizabeth Deale	2, 00
Greenwich	Free Library	Robert L. Shanks	4, 40
Haverstraw	King's Daughters' Public Library	Mary E. Van Orden	7, 60
Herkimer	Free Library	Edith M. Sheaf	13, 90
Homer	Phillips Free Library	Mary A. Ferguson	680, 20
Hornell	Public Library	Mary E. Windsor	21, 00
Hudson	Hendrick Hudson Chapter Free Library	Maud A. Rice	7, 30
Huntington	Library Association	Mary F. Gaines	9, 00
Rhon	Free Public Library	Nellie Mae Chaney	17, 00
Irvington-on-Hudson	Quittan Library	Emma Knodel	9, 75
Ithaca	Cornell Library Association	Mary E. Mack, assistant	20, 22
Jamestown	James Prandergast Free Library	Lucia T. Henderson	25, 75
Johnson City	Johnson City Library	Hazel E. Kilian	6, 90
Johnstown	Public Library	Katherine M. Seaman	15, 67
Kingston	City Library	Marion Herbert	20, 22
Lawrence	High School Library	Fred De L. Kray	8, 00
Little Falls	Public Library	Mabel E. Richards	11, 40
Lockport	do.	Carrie F. Gates	11, 65
Lvons	Civic Club Free Library	Mrs. Elia B. Leonard	8, 00
Marathon	Peck Memorial Library	J. W. Livingston	6, 20
Middletown	Middletown Library	Mary K. Van Keuren	17, 00
Millbrook	Free Library	Myrtle I. Roy	7, 57
Moravia	Powers Library	Mrs. Sarah A. C. Butler	9, 60
Mount Vernon	Public Library	Frances D. Thomson	28, 20
New Rochelle	Public Library	Mary E. Huntington	42, 00
New York	do.	Edwin H. Anderson	2, 001, 312
New York (Jamaica P. O.)	Queens Borough Public Library	Jessie F. Hume	252, 313
Newark	Free Public Library	Louise Merriman	10, 70
Newburgh	Free Library	Lillian O. Estabrook	39, 87
Niagara Falls	Public Library	Earl W. Browning	25, 00
North Tonawanda	do.	Mrs. Mary T. Warren	15, 86
Norwich	Quincy Memorial Library	N. Louise Ruckteschler	11, 05
Nyack	Nyack Library	Helen L. Powell	10, 42
Ogdenburg	Public Library	Mary K. Hasbrouck	19, 33
Olean	do.	Maud P. Brooks	44, 00
Oneonta	do.	Mrs. Elizabeth W. Blackall	15, 58
Ossining	do.	Almira A. LeFevre	16, 02
Oswego	City Library	Robert S. Kelsey	9, 00
Owego	Coburn Free Library	Nano Loring	11, 00
Oxford	Memorial Library	Lillian J. Emerson	7, 45
Oyster Bay	Free Library	Luie P. Sammis	7, 00
Palmira	King's Daughters Free Library	Mary S. Aldrich	5, 37
Patchogue	Public Library	Mrs. Alma D. Casteed	7, 10
Peekskill	Field Library	Julia A. Sprague	11, 35
Penn Yan	Public Library	Honrietta H. Kimball	9, 68
Plattsburg	do.	Ernest S. Hall	17, 21
Port Henry	Sherman Free Library	Anna L. Walton	9, 12
Port Jervis	Free Library	Margaret B. Marsh	21, 17
Potsdam	Public Library and Reading Room	Mrs. Sadie A. Bixby	7, 95
Poughkeepsie	Adriance Memorial Library	John C. Siskley	67, 00
Rensselaer	Bath-on-Hudson Public Library	Alice Ashton	3, 67
Rochester	Public Library	William F. Yust	78, 50
do.	Reynolds Library	Anne R. Collins	82, 30
Rockville Center	Public Library	Dorothy M. Conner and Mrs. A. H. Decker, acting	8, 02
Rome	Jervis Library Association	Eugenie Stevens	18, 54
Rye	Free Reading Room	Luella Otis Berman	7, 20
Sag Harbor	John Sherman Memorial Library	Mrs. Olive P. Young	12, 00
Salem	Bacraft Public Library	Frances F. Leighton	12, 00
Saranac Lake	Free Library	Mrs. H. B. Wicker	7, 10
Saugerties	Public Library	Alida A. MacAdam	10, 10

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NEW YORK—continued.			
Schenectady.....	Public Library.....	Henry Glen.....	43,224
Seneca Falls.....	Mynderse Library.....	Ellen F. Wickes.....	4,922
Shatter Island.....	Public Library.....	Mrs. M. H. Conklin.....	6,862
Shesbome.....	do.....	Adelaide E. Harrington.....	7,822
Shorman.....	Minerva Free Library.....	Florence E. Hawley.....	6,670
Sidney.....	Public Library.....	Bessie Talcott.....	7,520
Simsborette.....	Library Association.....	Lydia H. Cobane.....	16,010
Solvay.....	Public Library.....	Cornelia Mertens.....	8,000
Southampton.....	Rogers Memorial Library.....	Julia W. Foster.....	12,517
Springville.....	Public Library.....	Lacy A. Bensley.....	9,945
Syracuse.....	do.....	Paul M. Paice.....	129,999
Tarrytown.....	Young Men's Lyceum Library.....	Flora C. Millard.....	13,954
Tenawanda.....	Public Library.....	Mrs. Ada M. Rork.....	8,433
Troy.....	do.....	Mary L. Davis.....	51,478
Utica.....	do.....	Caroline M. Underhill.....	93,999
Watkins.....	Josephine-Louise Public Library.....	Ethel S. Learning.....	2,920
Watson.....	W. B. Ogden Free Library.....	Mrs. Flora Bassett.....	6,000
Warrensburg.....	Richards Library.....	Mary S. Crandall.....	4,500
Watson.....	Public Library.....	Helen M. Cameron.....	7,950
Watertown.....	Library and Historical Society.....	Lula M. Clark.....	7,985
Watertown.....	Roswell P. Flower Memorial Library.....	Samuel A. Hayt.....	35,000
Wellsville.....	David A. Howe Public Library.....	Fannie E. Crittenden.....	12,875
Westfield.....	Patterson Library.....	Sarah H. Ames.....	19,748
White Plains.....	Public Library.....	Clara F. Hopper.....	23,100
Wyoming.....	Free Library.....	Vivian F. Arnold.....	6,940
Yankee.....	Public Library.....	Helen M. Blodgett.....	45,000
NORTH CAROLINA.			
Asheville.....	Pack Memorial Library.....	Ann Talbot Erwin.....	14,147
Charlotte.....	Carnegie Library.....	Anne Pierce.....	9,345
Columbus.....	Public Library.....	Mrs. A. F. Griggs.....	9,000
Gastonia.....	do.....	Lottie E. Blake.....	2,500
Greensboro.....	do.....	Bettie D. Caldwell.....	15,000
Lenoir.....	Good Will Free Library.....	A. W. Willis.....	2,000
Lincolnton.....	Olivia Ramsey Library.....	Mrs. J. S. Atkinson.....	15,475
Do.....	State Library.....	Carrie L. Broughton.....	48,000
Wilmington.....	Public Library.....	Alice Le Grand.....	8,809
Winston-Salem.....	Carnegie Public Library.....	Famela Bynum.....	9,595
NORTH DAKOTA.			
Bismarck.....	State Law Library.....	J. H. Newton.....	20,000
Devils Lake.....	Carnegie Library.....	Marie E. O'Brien.....	4,879
Dickinson.....	Public Library.....	Zenka I. Trinka.....	5,192
Fargo.....	do.....	Winnie Bucklin.....	13,030
Grand Forks.....	do.....	Lillian E. Cook.....	8,345
Minot.....	do.....	Alice M. Paddock.....	8,313
Minot.....	Free Public Library.....	Margaret Greene.....	6,646
OHIO.			
Akron.....	Public Library.....	Mary P. Edgerton.....	32,261
Albion.....	Carnegie Free Library.....	Dorothea Doane.....	11,150
Ashtabula.....	Public Library.....	Ethel J. MacDowell.....	10,250
Bellefontaine.....	Free Public Library.....	Laura O. Morgan.....	8,000
Belleue.....	Carnegie-Stahl Public Library.....	Emma C. Sutter.....	12,000
Bryan.....	Free Public Library.....	Alice M. Walt.....	6,000
Bucyrus.....	Public Library.....	Grace J. Fuller.....	8,700
Cadiz.....	do.....	Mrs. Carolyn S. McCann.....	8,000
Cambridge.....	do.....	Martha G. Robins.....	8,000
Canton.....	Public Library Association.....	Mary P. Martin.....	27,178
Carey.....	Dorcas Carey Public Library.....	Margie Sutphen.....	5,800
Chillicothe.....	Public Library.....	Burton E. Stevenson.....	36,000
Cincinnati.....	do.....	N. D. C. Hodges.....	540,595
Circleville.....	do.....	Mary E. Wilder.....	17,000
Cleveland.....	do.....	Chella Hutchinson.....	600,000
Clyde.....	do.....	John J. Pugh.....	7,000
Columbus.....	do.....	John J. Pugh.....	107,000
Do.....	State Library.....	J. H. Newman.....	190,000
Cambsaut.....	Carnegie Public Library.....	Mattie T. Brown.....	12,800
Cesbocton.....	Public Library.....	Eleanor Olney.....	11,058
Cuyahoga Falls.....	Taylor Memorial Library.....	Mary L. Graham.....	6,000
Dayton.....	Public Library.....	Electra C. Doren.....	105,000
Defiance.....	do.....	Jewel Pouke.....	11,172
Delaware.....	City Library.....	Mrs. Margaret Jahr.....	11,385
East Liverpool.....	Carnegie Public Library.....	Mary H. Hall.....	11,583
Elyria.....	Elyria Library.....	Grace M. Petersen.....	28,971
Findlay.....	Public Library.....	Mary B. Morrison.....	13,896

XXX.—LIBRARIES OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
NEW YORK—continued.			
Dryden	Southworth Library	Jennie Kennedy	11, 57
Drunkirk	Free Library	Carolina M. Monchow	17, 54
East Hampton	do.	E. C. Hodges	11, 01
Elmonville	Public Library	Mrs. B. B. Demarest	7, 59
Elmira	Steele Memorial Library	Mrs. Kate D. Andrew	24, 04
Endicott	Free Library	Margary C. Quigley	5, 53
Frodonia	Darwin B. Barker Library	Flora S. Hall	11, 52
Fulton	Public Library	Frances V. Forsyth	5, 54
Genesee	Wadsworth Library	Edith W. Fraser	21, 15
Gowes	Free Library	Margaret A. Hayes	10, 07
Glen Cove	Public Library	Katherine C. Thorne	15, 00
Glen Falls	Crandall Free Library	Gertrude Ferguson	12, 05
Gloversville	Free Library	Lucy Edal	22, 00
Gouverneur	Reading Room Association	Mollie L. Parker	5, 22
Greene	Moore Memorial Library	Mary Summers	7, 47
Greenport	Greenport Library	Elizabeth Besse	2, 00
Greenwich	Free Library	Robert L. Shanks	4, 44
Haverstraw	King's Daughters' Public Library	Mary E. Van Orden	7, 00
Herkimer	Free Library	Edith M. Sheaf	12, 00
Homer	Phillips Free Library	Mary A. Ferguson	400, 20
Hornell	Public Library	Mary E. Windsor	21, 05
Hudson	Hendrick Hudson Chapter Free Library	Maud A. Rice	7, 00
Huntington	Library Association	Marv F. Gaines	9, 00
Thon	Free Public Library	Nellie Mae Chaney	17, 05
Irvington-on-Hudson	Guiteau Library	Emma Knedel	8, 76
Ithaca	Cornell Library Association	Mary E. Mack, assistant	28, 25
Jamestown	James Prendergast Free Library	Lucia T. Henderson	20, 37
Johanson City	Johanson City Library	Hazel E. Kilian	6, 00
Johnstown	Public Library	Katherine M. Seaman	15, 75
Klinton	City Library	Marion Herbert	20, 25
Lawrence	High School Library	Fred De L. Kray	8, 40
Little Falls	Public Library	Mabel E. Richards	11, 46
Lockport	do.	Carrie F. Gates	11, 62
Lyons	Oliver Club Free Library	Mrs. Ella B. Leonard	5, 00
Marathon	Peck Memorial Library	J. W. Livingston	6, 50
Middletown	Middletown Library	Mary K. Van Keuren	17, 91
Millbrook	Free Library	Myrtle I. Roy	7, 75
Moravia	Powers Library	Mrs. Sarah A. C. Butler	9, 50
Mount Vernon	Public Library	Frances D. Thomson	23, 30
New Rochelle	Public Library	Mary E. Huntington	42, 00
New York	do.	Edwin H. Anderson	2, 001, 32
New York (Jamaica P. O.)	Queens Borough Public Library	Jessie F. Hume	252, 13
Newark	Free Public Library	Louise Merriman	10, 70
Newburgh	Free Library	Lillian O. Estabrook	39, 87
Niagara Falls	Public Library	Earl W. Browning	25, 00
North Tonawanda	do.	Mrs. Mary T. Warren	15, 67
Norwich	Guernsey Memorial Library	N. Louise Ruckteshler	14, 00
Nyack	Nyack Library	Helen L. Powell	10, 42
Oradensburg	Public Library	Mary K. Hasbrouck	19, 30
Oran	do.	Maud P. Brooks	14, 00
Oneonta	do.	Mrs. Elizabeth W. Blackall	15, 50
Ossining	do.	Almira A. LeFevre	16, 02
Oswego	City Library	Robert S. Kelsey	9, 67
Owego	Coburn Free Library	Nann Loring	11, 02
Oxford	Memorial Library	Lillian J. Emerson	7, 45
Oyster Bay	Free Library	Luie P. Sammis	7, 60
Palmyra	King's Daughters Free Library	Mary S. Aldrich	5, 23
Patchogue	Public Library	Mrs. Alma D. Custead	7, 10
Peekskill	Field Library	Julia A. Sprague	11, 33
Pearl Yan	Public Library	Henrietta H. Kimball	9, 00
Phattsburg	do.	Ernest S. Hall	17, 27
Port Henry	Sherman Free Library	Anna L. Walton	9, 15
Port Jervis	Free Library	Margaret B. Marsh	21, 17
Potsdam	Public Library and Reading Room	Mrs. Sadie A. Bixby	7, 00
Poughkeepsie	Adrianse Memorial Library	John C. Siskley	67, 06
Rensselaer	Bath-on-Hudson Public Library	Althe Ashton	2, 55
Rochester	Public Library	William F. Yust	78, 00
do.	Reynolds Library	Anne R. Collins	82, 00
Rockville Center	Public Library	Dorothy M. Conner and Mrs. A. H. Becker, acting	8, 00
Rome	Jervis Library Association	Eugenie Stevens	18, 50
Rye	Free Reading Room	Lucella Otis Beaman	7, 20
Sag Harbor	John Sherman Memorial Library	Mrs. Olive P. Young	12, 00
Salem	Bascroft Public Library	Frances F. Leighton	12, 00
Saranac Lake	Free Library	Miss H. B. Wicker	7, 10
Saugerties	Public Library	Alida A. MacAdam	10, 10

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of Library.	Librarian.	Number bound volumes.
NEW YORK—continued.			
Schenectady.	Public Library	Henry Glen	43,224
Schoharie Falls.	Mynderse Library	Ellen F. Wickes	4,622
Shelburne Island.	Public Library	Mrs. M. H. Conklin	6,482
Sherrburne.	do.	Adelaide E. Harrington	7,622
Sherman.	Minerva Free Library	Florence E. Hawley	6,670
Silney.	Public Library	Bessie Talcott	7,620
Glens Falls.	Library Association	Lydia H. Cobane	16,010
Saratoga.	Public Library	Cornelia Mertens	8,000
Southampton.	Rogers Memorial Library	Julia W. Foster	12,517
Springville.	Public Library	Lucy A. Bensley	9,945
Syracuse.	do.	Paul M. Paine	129,999
Tarrytown.	Young Men's Lyceum Library	Flora C. Millard	13,954
Tenawanda.	Public Library	Mrs. Ada M. Rork	8,433
Troy.	do.	Mary L. Davis	51,478
Union.	do.	Caroline M. Underhill	93,899
Walden.	Josephine-Louise Public Library	Ethel S. Leeming	2,920
Watkins.	W. B. Ogden Free Library	Mrs. Flora Bassett	6,000
Warrensburg.	Richards Library	Mary S. Crandall	4,500
Warsaw.	Public Library	Helen M. Cameron	7,650
Watertown.	Library and Historical Society	Lula M. Clark	7,985
Watertown.	Roswell P. Flower Memorial Library	Samuel A. Hayt	25,000
Wellsville.	David A. Howe Public Library	Fannie E. Crittenden	12,875
Westfield.	Patterson Library	Sarah H. Ames	19,748
White Plains.	Public Library	Clara F. Hopper	23,100
Wyoming.	Free Library	Vivian F. Arnold	6,940
Yonkers.	Public Library	Helen M. Blodgett	45,000
NORTH CAROLINA.			
Asheville.	Pack Memorial Library	Ann Talbot Erwin	14,147
Charlotte.	Carnegie Library	Anne Pierce	9,345
Lenoir.	Public Library	Mrs. A. F. Griggs	9,000
Gastonia.	do.	Lottie E. Blake	2,500
Gastonia.	do.	Bettie D. Caldwell	15,000
Lenoir.	Good Will Free Library	A. W. Willis	2,000
Blair.	Olivia Ramey Library	Mrs. J. S. Atkinson	15,475
Do.	State Library	Carrie L. Broughton	46,000
Wilmington.	Public Library	Alice Le Grand	8,808
Winston-Salem.	Carnegie Public Library	Pamela Bynum	9,595
NORTH DAKOTA.			
Bismarck.	State Law Library	J. H. Newton	20,000
Devils Lake.	Carnegie Library	Marie E. O'Brien	4,879
Dickinson.	Public Library	Zenka I. Trinka	5,192
Fargo.	do.	Winnie Bucklin	13,030
Grand Forks.	do.	Lillian E. Cook	8,345
Minot.	do.	Alice M. Paddock	8,313
Minot.	Free Public Library	Margaret Greene	6,646
OHIO.			
Akron.	Public Library	Mary P. Edgerton	32,261
Alliance.	Carnegie Free Library	Dorothea Doane	11,150
Atletaba.	Public Library	Ethel J. MacDowall	10,250
Bellevue.	Free Public Library	Laura O. Morgan	8,000
Bellevue.	Carnegie-Stahl Public Library	Emma C. Sutter	12,000
Bryan.	Free Public Library	Alice M. Walt	6,000
Buxton.	Public Library	Grace J. Fuller	8,700
Cedar.	do.	Mrs. Carolyn S. McCann	8,000
Cincinnati.	do.	Martha G. Robins	8,000
Canton.	Public Library Association	Mary P. Martin	27,178
Carey.	Dorcas Carey Public Library	Margie Sutphen	5,500
Chillicothe.	Public Library	Burton E. Stevenson	36,000
Cincinnati.	do.	N. D. C. Hodges	540,935
Cincinnati.	do.	Mary E. Wilder	17,000
Cleveland.	do.	Chella Hutchinson	600,000
Cople.	do.	John J. Pugh	7,000
Columbus.	do.	J. H. Newman	107,000
Do.	State Library	Maria T. Brown	190,000
Columbus.	Carnegie Public Library	Eleanor Olney	12,500
Coshocton.	Public Library	Mary L. Graham	11,053
Cuyahoga Falls.	Taylor Memorial Library	Electra C. Doren	6,000
Darien.	Public Library	Jewel Fouke	105,000
Delaware.	do.	Mrs. Margaret Lahr	11,172
Delaware.	City Library	Mary H. Hall	11,345
East Liverpool.	Carnegie Public Library	Grace M. Peterson	11,583
Elroy.	Elyria Library	Mary B. Morrison	28,971
Findlay.	Public Library		13,808

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
OHIO—continued.			
Fremont.....	Birchard Library.....	Elizabeth M. Richards.....	13,560
Galion.....	Public Library.....	Estella B. Coyle.....	6,566
Gallipolis.....	do.....	Mrs. Addie A. Vanden.....	7,942
Geneva.....	Free Public Library.....	Mrs. Viola A. Wheaton.....	7,609
Germantown.....	Public Library.....	Mrs. Adelaide Taylor.....	6,474
Greenville.....	Carnegie Library.....	Minnie J. Routsong.....	15,060
Hamilton.....	Lane Public Library.....	Mrs. Hattie S. James.....	15,000
Hillsboro.....	Public Library.....	Frances H. Detwiler.....	10,000
Ironton.....	Briggs Library.....	Nellie John Shaw.....	8,000
Lakewood.....	Public Library.....	Roena A. Ingham.....	17,500
Lancaster.....	do.....	Ella Hite.....	11,532
Lebanon.....	do.....	Jennie Unglesby.....	8,963
Lima.....	do.....	Martha Gamble.....	14,000
Lisbon.....	Lepper Library.....	Mrs. M. P. Springer.....	4,700
London.....	Public Library.....	Hattie D. Smith.....	7,637
Lorain.....	do.....	Elizabeth K. Steele.....	11,450
Mansfield.....	do.....	Helen J. Fox.....	21,782
Marietta.....	do.....	Willia D. Cotton.....	17,000
Marion.....	do.....	Helen L. Kramer.....	10,586
Massillon.....	McClymonds Public Library.....	Clara Miller.....	27,462
Medina.....	Franklin Sylvester Library.....	Evangeline Johnson.....	10,044
Mount Vernon.....	Public Library.....	Loma P. Arndt.....	8,575
New Straitsville.....	do.....	Mrs. Maria E. Martin.....	6,700
Newark.....	do.....	Mrs. Neva E. Rees.....	12,257
Niles.....	do.....	Ida E. Sloan.....	6,327
Painesville.....	do.....	Margaret Kilbourne.....	13,750
Perrysburg.....	Way Public Library.....	Eleanor D. Moderwell.....	11,500
Portsmouth.....	Free Public Library.....	Nana A. Newton.....	23,000
Salem.....	Public Library.....	Mrs. Helen S. Carey.....	11,722
Sandusky.....	Library Association.....	Edna A. Holzaepfel.....	24,972
Shelby.....	Marvin Memorial Library.....	Ella Askew.....	5,500
Sidney.....	Public Library.....	Emma Graham.....	13,100
Springfield.....	Warder Public Library.....	Alice Burrowes.....	24,700
Tiffin.....	Public Library.....	Jessie D. Hershisier.....	11,700
Toledo.....	do.....	Herbert S. Hirschberg.....	125,000
Urbana.....	do.....	Mrs. Harriet C. Milne.....	11,000
Van Wert.....	Brumback Library.....	Harriet C. Long.....	25,966
Warren.....	Public Library.....	Cornelia G. Smith.....	22,335
Washington Courthouse.....	Carnegie Public Library.....	Elizabeth Johnson.....	7,000
Wellington.....	Public Library.....	Edith E. Robinson.....	11,000
Wilmington.....	Carnegie Library.....	Minnie Farren.....	6,600
Wooster.....	Public Library.....	Myrtle M. Allen.....	10,800
Xenia.....	Greene County Library.....	Etta G. McElwain.....	17,367
Youngstown.....	Reuben McMillan Free Library.....	Joseph L. Wheeler.....	76,478
Zanesville.....	John McIntire Public Library.....	Mary E. Elder.....	29,100
OKLAHOMA.			
Ardmore.....	Carnegie Library.....	Myrtle Jones.....	6,000
Atoka.....	Pioneer Club Library.....	Mrs. A. Telle.....	3,000
Bartlesville.....	Carnegie Library.....	Myrtle Weatherholt.....	3,500
Chickasha.....	Carnegie Public Library.....	Fannie Whitaker.....	7,500
Cordell.....	Public Library.....	Nell Rouer.....	3,000
Elk City.....	Carnegie Library.....	Mrs. J. G. Keen.....	2,902
El Reno.....	Carnegie Public Library.....	Lorna J. Teuscher.....	6,000
Enid.....	do.....	Mrs. Cora C. Porter.....	10,067
Guthrie.....	Carnegie Library.....	Margaret Armantrout.....	13,000
Hobart.....	do.....	Mrs. J. R. Dale.....	4,250
Lawton.....	Public Library.....	Ann Dunbar.....	4,460
McAlester.....	do.....	Mrs. Phoebe E. Hayden.....	5,500
Muskogee.....	do.....	Sarah A. Noble.....	14,230
Oklahoma.....	Carnegie Public Library.....	Mary E. Hays.....	26,000
Do.....	State Library.....	E. G. Spilman.....	75,000
Okmulgee.....	City Library.....	Mrs. Isora Ground.....	4,569
Perry.....	Carnegie Library.....	Emilie Le Bris.....	3,000
Ponca City.....	do.....	Leah Buchheimer.....	2,540
Sapulpa.....	Public Library.....	Opal W. Craine.....	3,000
Shawnee.....	Carnegie Public Library.....	Mrs. T. S. Funk.....	12,000
Tulsa.....	Public Library.....	Alma R. McGlenn.....	9,000
Wagoner.....	Carnegie Library.....	Leona Bateman.....	3,247
Woodward.....	Carnegie Public Library.....	Mrs. Harry B. Hall.....	2,000
OREGON.			
Ashland.....	Free Public Library.....	Blanche E. Hicks.....	7,411
Astoria.....	Public Library.....	Katherine C. Barker.....	7,800
Baker.....	do.....	Lula M. Smith.....	8,004
Hood River.....	County Library.....	Nell Unger.....	6,413
La Grande.....	Public Library.....	Lucia Haley.....	3,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
OREGON—continued.			
Medford	Public Library	Elizabeth Robinson	6,847
Pendleton	Umatilla County Library	Sabra L. Nason	14,000
Portland	Library Association	Mary F. Isom	276,447
Salem	Public Library	Flora M. Case	13,300
Do.	State Library	Cornelia Marvin	135,000
The Dalles	Wasco County Library	Corinne A. Metz	14,274
PENNSYLVANIA.			
Alexandria	Memorial Public Library	E. P. Walker	4,686
Allentown	Free Library	Isabel McC. Turner	15,200
Ardmore	do.	M. Rebecca Lingenfeiter	8,000
Athens	Spalding Memorial Library	Helen Thurston	7,125
Beaver Falls	Carnegie Free Library	Elsie Rayle	14,000
Ben Avon	Public Library	Mary D. Parmely	2,700
Berwyn	Free Library	Ethel M. Johnson	6,000
Bethlehem	Free Library of the Bethlehems	Elizabeth D. Burrows	16,000
Bloomsburg	Public Library		8,253
Bradford	Carnegie Free Library	George H. Lamb	70,000
Bradford	Carnegie Public Library	Susan L. Sherman	22,070
Bristol	Free Library	Mary P. Rogers	4,900
Butler	do.	Clara B. McLunkin	5,050
Canton	Green Free Library	Sadie L. Parsons	8,169
Cardinal	Free Public Library	Helen Hathaway	4,000
Carlisle	J. Herman Boster Memorial Library	William Homer Ames	8,137
Carnegie	Andrew Carnegie Free Library	Emma L. Rood	18,000
Chester	Free Library	Dorothy M. Cochran	11,000
Do.	West End Free Library	Murtle C. Lehman	6,783
Cornelutville	James A. Stone Memorial Library	Florence Moulthrop	3,500
Cornellsville	Carnegie Free Library	Margaret M. Whiteman	15,000
Conshohocken	Free Library	Mrs. S. M. Aken	5,587
Corry	Public Library	Mrs. Emma A. Dean	7,000
Coudersport	do.	Frances I. Niles	7,300
Danville	Thomas Beaver Library	Janet Bird	16,385
Darby	Free Library	Helen M. Serrill	7,000
Duquesne	Carnegie Free Library	Charles E. Wright	27,000
Easton	Public Library	Henry F. Marx	31,956
Ellwood City	do.	Mrs. Katherine M. Charles	4,119
Erle	do.	Mrs. Jean A. Hard	64,000
Fallsington	Fallsington Library	Mary E. Watson	10,000
Foxburg	Free Library	America S. Pantom	5,097
Franklin	Library Association	Mary H. Clarke	10,880
Germanstown	Friends Free Library	Hannah M. Jones	31,703
Hanover	Public Library	Olive M. Ryder	15,230
Harrisburg	do.	Alice R. Eaton	21,000
Do.	State Library	Thomas L. Montgomery	188,000
Hatboro.	Union Library	Mrs. Charles E. Yerkes	16,000
Hazleton	Public Library	Alice Willigerod	20,000
Homestead	Carnegie Library	W. F. Stevens	46,374
Honesdale	Public Library	R. T. Davies	5,000
Indiana	Free Library	Lillian D. Thompson	3,319
Jenkintown	Abington Library Society	Florence M. Rldpath	12,500
Johnstown	Cambria Free Library	L. Helen Berkey	29,000
Kane	Public Library	M. Leona Peterson	7,500
Kennett Square	Bayard Taylor Memorial Library	Alice W. Swayne	5,200
Lancaster	A. Herr Smith Memorial Library	Helen E. Myers	16,034
Langhorne	Langhorne Library	Ethel G. Paul	6,800
Lansdowne	Free Public Library	M. Sophronia Beatty	5,500
Lebanon	Public Library	Irene A. Klick	7,443
Lewisburg	Himmelreich Memorial Library	Emily Cligan	5,000
Lock Haven	Annie Halenbake Ross Library	Florence Hulings	10,000
McKeesport	Carnegie Free Library	Marian Price	14,000
Mauch Chunk	Dimnick Memorial Library	Inez Crandle	15,675
Meadville	Free Public Library	Charlitta M. Campbell	9,000
Media	Free Library	Karlana H. Kruse	7,815
Millford	Homestead Free Library	Mrs. Linda K. Wallace	3,000
Monongahela	Carnegie Free Library	Mrs. S. F. Nicholson	3,743
Montrose	Susquehanna County Free Library	F. A. Alden	10,000
Mount Holly Springs	Amelia S. Given Free Library	Stella Goodyear	5,800
Munhall	Carnegie Library of Homestead	W. F. Stevens	60,000
New Castle	Free Public Library	Alice M. Sterling	10,061
Newton	Newton Library Co.	W. E. Martindell	9,000
Northtown	William McCann Library	Helen A. Bombergor	8,205
North East	McFord Memorial Library	Rebecca M. Leete	5,500
Oakmont	Public Library	Blancha McIlvaine	6,378
Oil City	Carnegie Public Library	Emily S. Glezen	15,515

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes
PENNSYLVANIA—contd.			
Philadelphia.....	Free Library.....	John Ashurst.....	534, 138
Phoenixville.....	Public Library of the Phoenixville School District.	Ida M. Wagoner.....	10, 724
Pittsburgh.....	Carnegie Free Library of Allegheny.	Edward E. Eggers.....	130, 019
Do.....	Carnegie Library of Pittsburgh.	John H. Leete.....	434, 964
Pittston.....	Free Library.....	Antoinette L. King.....	5, 500
Pottstown.....	Public Library.....	.....	4, 727
Pottsville.....	do.....	Edith Patterson.....	11, 772
Reading.....	do.....	Edward A. Howell.....	45, 031
Ridley Park.....	Ridley Park Library.....	Alma L. Deppisch.....	6, 170
Royersford.....	Free Public Library.....	Ethel Busby.....	5, 251
Saltsburg.....	Free Library.....	E. M. Pearce.....	2, 003
Scottdale.....	Free Public Library.....	Edna L. Krouse.....	12, 425
Scranton.....	Public Library.....	Henry J. Carr.....	83, 000
Sewickley.....	do.....	Harriet D. McCarty.....	15, 475
Spring City.....	do.....	Elizabeth Rogers.....	3, 416
Steelton.....	do.....	L. E. McGinnes.....	4, 000
Titusville.....	Benson Memorial Library.....	Viola G. Hively.....	11, 800
Towanda.....	Public Library.....	Bessie Whitney.....	9, 254
Troy.....	do.....	Jane Parsons.....	3, 614
Tunkhannock.....	Free Public Library.....	Mary Hoodley.....	3, 061
Vandergrift.....	do.....	Jennie McKensie.....	3, 785
Wallington.....	Helen Kate Furness Free Library.	Bertha E. Cantner.....	3, 200
Warren.....	Library Association.....	Mary C. Weiss.....	32, 000
Washington.....	Citizens' Free Library.....	Janet M. Clark.....	17, 862
Wellsboro.....	Green Free Library.....	Mabel Deans, acting.....	14, 723
West Chester.....	Library Association.....	Sarah P. Bedford.....	12, 889
Wilkes-Barre.....	Osterhout Free Library.....	Myra Poland.....	50, 622
Williamsport.....	James V. Brown Library.....	O. R. Howard Thomson.....	27, 500
Wyomissing.....	Public Library.....	Alice E. Roeder.....	2, 250
Yardley.....	Yardleyville Library.....	Dorothy Wightman.....	5, 000
York.....	Public Library.....	A. Wanner.....	15, 000
RHODE ISLAND.			
Anthony.....	Free Library.....	Myra S. Anthony.....	1, 500
Apponaug.....	do.....	Maude Walley.....	7, 470
Ashaway.....	do.....	L. R. Crandall.....	7, 565
Auburn.....	Public Library.....	Clara L. Foster.....	8, 000
Barrington.....	do.....	Mrs. Erma S. Bradford.....	13, 517
Bristol.....	Rogers Free Library.....	George U. Arnold.....	20, 870
Carolina.....	Public Library.....	Friend W. Brooks.....	5, 000
Centerville.....	Union Library.....	Frank C. Angell.....	6, 247
Central Falls.....	Free Public Library.....	Mrs. Edith H. Simmons.....	18, 000
Crompton.....	Free Library.....	Bertha M. Brayton.....	7, 650
East Greenwich.....	do.....	Mrs. Ella D. Chapman.....	10, 245
East Providence.....	Watchemoket Free Public Library.	Mrs. Jennie E. Briggs.....	10, 050
Edgewood.....	Free Public Library.....	Alice W. Morse.....	7, 556
Greenville.....	Public Library.....	Cora L. Burlingame.....	5, 871
Hope Valley.....	Langworthy Public Library.....	Laura S. Yeaw.....	7, 756
Jaimestown.....	Philomenian Library.....	Mrs. L. C. Hammond.....	8, 794
Kingston.....	Free Library.....	Isabel Eddy.....	9, 600
Lakewood.....	do.....	Frank B. Wight.....	6, 949
Newport.....	People's Library.....	Luella K. Leavitt.....	33, 454
Do.....	Redwood Library and Atheneum.	George L. Hinckley.....	65, 830
Oak Lawn.....	Free Public Library.....	Ernest L. Sperry.....	7, 722
Pawtucket.....	Deborah Cook Sayles Public Library.	William D. Goddard.....	38, 683
Peuce Dale.....	Narragansett Library Association.	Alice E. Potter.....	13, 950
Phenix.....	Pawtucket Valley Free Library.....	Verna I. Phillips.....	10, 501
Providence.....	Public Library.....	William E. Foster.....	177, 763
Do.....	State Library.....	Herbert O. Brigham.....	44, 336
Do. (Cranston St.).....	Arlington Public Library.....	Mary F. Walker.....	6, 048
Do. (Olneyville Station). Riverside.....	Olneyville Free Library.....	Mrs. Harriet N. Richardson.....	11, 355
Rumford.....	Public Library.....	Mary W. Blodget.....	6, 270
Shawomet.....	East Providence Centre Free Library.	Bessie D. Paul.....	6, 180
Tiverton.....	League Free Library.....	Mrs. Mary A. S. Lane.....	6, 144
Warren.....	Whitridge Hall Free Library.....	Mrs. Mary J. S. Stimson.....	6, 808
Westerly.....	George Hall Free Library.....	Annie L. V. Adams.....	9, 067
Woonsocket.....	Public Library.....	Joseph L. Peacock.....	46, 615
	Harris Institute Library.....	Ama H. Ward.....	22, 243

XXX.—LIBRARIES OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
SOUTH CAROLINA.			
Anderson.	Public Library.	Mrs. G. H. Ogder.	5,600
Charleston.	Library Society.	Ellen M. Fitz Simons.	47,000
Columbia.	State Library.	Mrs. Virginia G. Moody.	50,000
Georgetown.	Carnegie Free Library.	Mrs. Pratt Piersen.	12,946
Greenville.	Mablett Free Library.	Mrs. Rebecca Deal.	8,189
Marion.	Public Library.	Louise Mcl. McMaster.	6,000
Spartanburg.	Kennedy Free Library.	Mary M. Baughman.	9,000
Union.	Carnegie Free Library.	Miss Neely Sartor.	4,169
SOUTH DAKOTA.			
Aberdeen.	Alexander Mitchell Library.	Mrs. A. H. Drum.	9,402
Deadwood.	Public Library.	Mrs. Elizabeth S. Phelps.	5,607
Lead.	Hearst Free Library.	Martha E. Livingston.	14,000
Mitchell.	Carnegie Library.	Alma Thomas, Alice Strong.	9,077
Pierre.	do.	Mrs. Maud Russell Carter.	6,340
Do.	State Library.	Doane Robinson.	45,000
Redfield.	Carnegie Library.	Myrtle Francis.	4,572
Sioax Falls.	Carnegie Free Library.	Alberta A. Caille.	17,181
Vermilion.	Carnegie Library.	Bernice Swezey.	3,517
Yankton.	do.	Jessie Bartholomew.	4,500
TENNESSEE.			
Chattanooga.	Public Library.	Margaret S. Dunlap.	45,794
Harriman.	do.	Mrs. R. P. Eaton.	6,099
Knoxville.	Lawson McGhee Library.	Mary U. Rothrock.	18,202
Memphis.	Cossitt Library.	Charles D. Johnston.	143,713
Nashville.	Carnegie Library.	Margaret McE. Kercheval.	81,000
Do.	State Library.	Mary Skeffington.	150,709
Rugby.	Hughes Free Public Library.	Helen H. Turner.	7,039
TEXAS.			
Abilene.	Carnegie Public Library.	Emma L. Taylor.	5,609
Austin.	State Library.	Elizabeth H. West.	37,000
Belton.	Carnegie Public Library.	Emma Lee.	3,505
Brenham.	Public Library.	Annette Ray.	4,553
Brownwood.	Carnegie Library.	Pink U. Noel.	4,523
Bryan.	Carnegie Public Library.	Miss Willie Rogers.	5,000
Cluburne.	do.	Rebecca Royall.	8,831
Coleman.	Public Library.	Mrs. Cole Lewis.	3,000
Corsicana.	do.	Mrs. Mattie C. Houston.	12,000
Dallas.	do.	Betsy T. Wiley.	60,000
Denison.	XXI Club Library.	Mrs. W. C. King.	2,500
El Paso.	Public Library.	Mrs. Maud D. Sullivan.	12,826
Fort Worth.	Carnegie Public Library.	Mrs. Charles Scheuber.	35,321
Galveston.	Public Library.	Illian Ginter.	4,636
Greenville.	Rosenberg Library.	Frank C. Patten.	63,500
Houston.	Carnegie Library.	Ida Pennington.	8,000
Lockhart.	Lyceum and Carnegie Library.	Julia Ideson.	50,000
Memphis.	Dr. Eugene Clark Library.	Mae Camp.	5,000
Palatka.	Carnegie Library.	Mrs. W. C. Millam.	2,025
Port Arthur.	do.	Mrs. Betty Reagan-Ferguson.	3,500
San Antonio.	Memorial Library.	Mrs. Edward S. Carter.	11,000
Sherman.	Carnegie Library.		49,000
Stamford.	Public Library.	Mrs. Nora K. Weems.	5,300
Temple.	Carnegie Library.	Mrs. J. D. Green.	2,376
Terrell.	do.	Mrs. W. S. Bands.	6,300
Tyler.	Carnegie Public Library.	Mrs. Preston Cobb.	5,555
Vernon.	Public Library.	Edith A. Phelps.	10,150
Waco.	Free Library.	Flora E. Lowrey.	4,000
Waxahatchie.	Public Library.	Pauline McCauley.	24,413
Wharton.	N. P. Sims Library.	Irene D. Gallaway.	7,500
Wimmsboro.	Public Library.	Mrs. L. B. Autha.	3,500
	Carnegie Library.	Mrs. T. W. Bozeman.	2,500
UTAH.			
Cedar City.	Public Library.	Mrs. E. Crane Watson.	3,330
Emmeka.	do.	Mrs. La V. L. Tomlinson.	3,961
Garland.	do.	William Astle.	2,285
Logan.	do.	Margaret Wilkinson.	2,022
Manti.	do.	Clara Furnsworth.	2,855
Moab.	do.	Edna Bankhead.	2,706
Morris.	do.	Vivian Wallace.	2,978
Ogden.	Carnegie Free Library.	Grace W. Harris.	21,456
Park City.	Public Library.		10,000
Payson.	do.	Mrs. Findlayson.	3,150

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
UTAH—continued.			
Provo.....	Public Library.....	Marie Hedquist.....	8,512
Richfield.....	do.....	Mrs. Olena Christiansen.....	2,488
Richmond.....	do.....	Lulu Burnham.....	2,792
Salt Lake City.....	do.....	Joanna H. Sprague.....	85,828
Do.....	State Library.....	H. W. Griffith.....	17,728
Springville.....	Public Library.....	Louise Rowland.....	2,000
Tooele.....	do.....	Etta Marsden.....	2,615
VERMONT.			
Barre.....	Aldrich Public Library.....	Ruth Parker.....	12,900
Bellows Falls.....	Rockingham Free Public Library.....	Mrs. Nellie M. Plantier.....	12,500
Bennington.....	Free Library.....	Mrs. Mary A. P. Partenheimer.....	8,740
Brandon.....	Free Public Library.....	Mrs. Ida J. S. Kingsley.....	7,475
Brattleboro.....	Free Library.....	Edith I. Wright.....	20,944
Burlington.....	Fletcher Free Library.....	George D. Smith.....	40,000
Cavendish.....	Fletcher Town Library.....	F. G. White.....	8,000
Chelsea.....	Public Library.....	Mary J. George.....	9,925
Danby.....	Griffith Memorial Library.....	Vera H. Griffith.....	9,042
Derby Line.....	Haskell Free Library.....	O. M. Carpenter.....	8,926
Fair Haven.....	Public Library.....	Mrs. Margaret Colville.....	6,000
Lyndonville.....	Cobleigh Public Library.....	Elizabeth C. Hills.....	5,065
Manchester.....	Mark Skinner Library.....	Fleanor Eggleston.....	19,694
Middlebury.....	Public Library.....	Susan E. Archibald.....	9,797
Montpelier.....	Kellogg-Hubbard Library.....	Evelyn S. Lease.....	31,404
Do.....	State Library.....	George W. Wing.....	70,000
Newbury.....	Tenney Memorial Library.....	Frances M. Atkinson.....	8,190
Newport.....	Goodrich Memorial Library.....	Izelle M. Sargent.....	10,327
Pittsford.....	Maclure Library.....	Mary R. Allen.....	8,580
Poultney.....	Public Library.....	Lella M. Vaughan.....	4,500
Proctor.....	Free Library.....	Mary K. Norton.....	10,000
Randolph.....	Kimball Public Library.....	Dexter C. Moulton.....	8,450
Rutland.....	Free Library.....	Lucy D. Chepey.....	22,472
Do.....	H. H. Baxter Memorial Library.....	Mrs. A. P. Riker.....	14,000
St. Albans.....	Free Library.....	Bertha C. Jennison.....	9,000
St. Johnsbury.....	St. Johnsbury Atheneum.....	Edward T. Fairbanks.....	21,000
Springfield.....	Town Library.....	Elizabeth McCarthy.....	9,330
Strafford.....	Harris Library.....	Helen D. Moore.....	7,000
Vergennes.....	Blxby Memorial Free Library.....	Edith J. Chamberlin.....	10,000
Waterbury.....	Public Library.....	Bertha E. Joslyn.....	6,000
Windsor.....	Library Association.....	Jennie C. Pennington.....	17,000
Woodstock.....	Norman Williams Public Library.....	Alice L. Eaton.....	21,000
VIRGINIA.			
Alexandria.....	Alexandria Library.....	Alice J. Green.....	9,000
Farmville.....	Public Library.....	Martha K. Blanton.....	2,500
Fredericksburg.....	Wallace Library.....	Sally N. Gravatt.....	5,800
Lynchburg.....	Jones Memorial Library.....	E. K. Peck, acting.....	5,000
Newport News.....	Public Library.....	Gwendolyn Evans.....	9,000
Norfolk.....	do.....	Mary D. Pretlow.....	20,232
Orange.....	Orange Library.....	Leslie McIntosh.....	2,000
Portsmouth.....	Public Library.....	Esther M. Wilson.....	9,500
Richmond.....	State Library.....	H. R. McIlwaine.....	115,000
Waynesboro.....	Public Library.....	Lillian Fox.....	2,608
Winchester.....	Handley Library.....	C. Vernon Eddy.....	9,000
WASHINGTON.			
Bellingham.....	Public Library.....	Mrs. K. M. Ryan.....	30,000
Everett.....	do.....	Elizabeth R. Topping.....	12,550
Hoquiam.....	do.....	Agnes V. Johnson.....	6,299
Olympia.....	State Library.....	J. M. Kitt.....	24,000
Ritzville.....	Public Library.....	Mrs. Claire L. Miller.....	6,000
Seattle.....	do.....	Judson T. Jennings.....	286,132
Spokane.....	do.....	George W. Fuller.....	81,492
Tacoma.....	do.....	John B. Kaiser.....	85,451
Walla Walla.....	do.....	Ellen G. Smith.....	15,000
Yakima.....	do.....	Eleanor Stephens.....	9,061
WEST VIRGINIA.			
Bluefield.....	Public Library.....	Gertrude Oliver.....	5,206
Charleston.....	Department Archives and History.....	Wilson M. Foulk.....	7,000
Do.....	Public Library.....	Mrs. Elizabeth von Schlechten-dahl.....	13,500
Do.....	State Law Library.....	L. O. Wilson.....	10,000

XXX.—LIBRARIANS OF PUBLIC AND SOCIETY LIBRARIES—Continued.

Location.	Name of library.	Librarian.	Number bound volumes.
WEST VIRGINIA—contd.			
Charleburg.....	Public Library.....	Miss S. Scollay Page.....	2, 206
Fairmont.....	do.....	Pauline Shriver.....	3, 606
Hinton.....	Carnegie Library.....	H. F. Griffey.....	3, 967
Huntington.....	Public Library.....	Miss Lewis Harvey.....	19, 276
Parkersburg.....	Carnegie Library.....	Anna E. Taylor.....	14, 737
Sistersville.....	Public Library.....	Bertha F. Chadderdon.....	4, 603
Wheeling.....	do.....	Etta M. Roberts.....	38, 728
WISCONSIN.			
Antigo.....	Free Public Library.....	Grace W. Estes.....	11, 358
Appleton.....	do.....	Agnes L. Dwight.....	14, 285
Ashland.....	Vaughn Public Library.....	Cecile M. Fennelly.....	8, 362
Baraboo.....	Public Library.....	Kate M. Potter.....	10, 111
Beaver Dam.....	Williams Free Library.....	Hattie A. Doolittle.....	10, 719
Beloit.....	Public Library.....	Nellie B. McAlpine.....	17, 614
Berlin.....	do.....	Margaret Bigger.....	5, 986
Chippewa Falls.....	do.....	Marion E. Bryant.....	9, 990
Columbus.....	do.....	Nellie A. Loomis.....	5, 585
Darlington.....	do.....	Hattie B. Greene.....	6, 009
DeLavan.....	Aram Public Library.....	Lella A. Janes.....	6, 168
De Pere.....	Public Library.....	Helen S. Mathews.....	7, 506
Eau Claire.....	do.....	Laura M. Olsen.....	25, 918
Evansville.....	Eager Free Public Library.....	Mae G. Phillips.....	6, 896
Fond du Lac.....	Public Library.....	Callie Wieder.....	23, 461
Fort Atkinson.....	Dwight Foster Public Library.....	Mrs. Winifred L. Davis.....	5, 000
Grand Rapids.....	T. B. Scott Free Library.....	Edith L. Roblin.....	10, 106
Green Bay.....	Kellogg Public Library.....	Deborah B. Martin.....	35, 000
Hayward.....	Carnegie Free Library.....	Harlette H. Withrow.....	4, 800
Hudson.....	Public Library.....	Lucille C. Menkey.....	5, 889
Janesville.....	do.....	Mary A. Egan.....	19, 864
Kaukauna.....	Free Public Library.....	Lillian E. Bell.....	5, 918
Kenosha.....	Gilbert M. Simmons Library.....	Cora M. Frantz.....	37, 000
Kilbourn.....	Public Library.....	Lillian F. Ramsay.....	5, 587
La Crosse.....	do.....	Lilly M. E. Borresen.....	26, 211
Lake Geneva.....	do.....	Gertrude J. Noyes.....	6, 500
Madison.....	Free Library.....	May A. Smith.....	39, 100
Do.....	State Library.....	Gilson G. Glasier.....	61, 000
Manitowoc.....	Public Library.....	Martha E. Pond.....	15, 436
Marquette.....	Stephenson Public Library.....	Gladys May Andrews.....	16, 469
Marshfield.....	Free Library.....	Caroline C. Shaw.....	8, 782
Menasha.....	Elisha D. Smith Library.....	Lucy L. Pleasants.....	12, 184
Menomonie.....	Tainter Memorial Free Library.....	Mrs. Essie Nickerson.....	13, 649
Merrill.....	T. B. Scott Library.....	Elizabeth Burke.....	10, 000
Milwaukee.....	Public Library.....	Charles E. McLenegan.....	350, 000
Mineral Point.....	do.....	Margaret A. Crawford.....	6, 012
Monroe.....	Arabut Ludlow Memorial Li- brary.....	Katherine Smock.....	10, 321
Neenah.....	Public Library.....	Ida B. Kellogg.....	13, 507
Oconomowoc.....	do.....	Anna R. Jones.....	6, 106
Oconto.....	Farnsworth Public Library.....	Melvina G. Clausen.....	8, 589
Oshkosh.....	Public Library.....	Edith K. Van Eman.....	34, 793
Portage.....	Free Public Library.....	Mary E. Porter.....	12, 523
Racine.....	Public Library.....	Frances A. Hannum.....	34, 206
Rhinelander.....	Free Public Library.....	Jessie W. Bingham.....	6, 964
Rice Lake.....	Public Library.....	Odile M. Demers.....	5, 506
Ripon.....	do.....	Blanche Thompson.....	6, 606
St. Francis.....	Salzmann Library.....	Rev. Dr. A. C. Breig.....	15, 000
Sheboygan.....	Public Library.....	Bertha Marx.....	16, 493
Sparta.....	Free Library.....	Jennie Scouten.....	9, 398
Stanley.....	Public Library.....	Edith Rechygl.....	4, 171
Stevens Point.....	do.....	Mary Dunegan.....	6, 906
Superior.....	do.....	Blanch L. Unterkircher.....	37, 359
Washburn.....	do.....	Mrs. May M. Greenwood.....	6, 849
Watertown.....	Free Public Library.....	Vivian G. Little.....	8, 884
Waukesha.....	Public Library.....	Clara E. Shadall.....	7, 591
Waupun.....	do.....	Clara L. Lindsley.....	7, 968
Wausau.....	do.....	Cora I. Lansing.....	11, 782
Wauwatosa.....	do.....	Grace E. Loveland.....	7, 205
West Allis.....	do.....	Winifred Bailey.....	4, 000
Whitewater.....	do.....	Ella A. Hamilton.....	8, 896
WYOMING.			
Cheyenne.....	Carnegie Public Library.....	Mrs. Luella G. Moore.....	17, 000
Do.....	State Library.....	Agnes R. Wright.....	40, 000
Evanston.....	Uinta County Public Library.....	Besse N. Blackham.....	7, 959
Laramie.....	Carnegie Public Library.....	William S. Ingham.....	12, 500

XXXI.—DIRECTORS OF LIBRARY SCHOOLS.

Location.	Name of institution.	Director.
Los Angeles, Cal.....	Public Library Training School.....	Marion L. Horton, acting principal.
Riverside, Cal.....	Riverside Library Service School.....	Joseph F. Daniels, director.
Sacramento, Cal.....	California State Library School.....	Beulah Mumm, in charge.
Atlanta, Ga.....	Library Training School (Carnegie Library).....	Tommie Dora Barker, director.
Urbana, Ill.....	University of Illinois Library School.....	Phineas L. Windsor, director.
Boston, Mass.....	Simmons College School of Library Science.....	June R. Donnelly, director.
St. Louis, Mo.....	St. Louis Library School.....	Arthur E. Bostwick, director.
Albany, N. Y.....	New York State Library School.....	James I. Wyer, director.
Brooklyn, N. Y.....	Pratt Institute School of Library Science.....	Edward F. Stevens, director.
New York, N. Y.....	Library School of the New York Public Library.....	Ernest J. Reese, principal.
Syracuse, N. Y.....	Syracuse University Library School.....	Earl E. Sperry, director.
Cleveland, Ohio.....	Western Reserve Library School (Western Reserve University).....	Alice S. Tyler, director.
Pittsburgh, Pa.....	Carnegie Library School.....	John H. Leete, director.
Seattle, Wash.....	University of Washington Library School.....	William E. Henry, director.
Madison, Wis.....	Wisconsin Library School (Wisconsin Free Library Commission and the University of Wisconsin).....	Matthew S. Dudgeon, director.

XXXII.—DIRECTORS OF SCHOOLS OF PHILANTHROPY.

Location.	Name of institution.	Director.
Chicago, Ill.....	Chicago School of Civics and Philanthropy.....	Graham Taylor, president.
Boston, Mass.....	School for Social Workers.....	
St. Louis, Mo.....	St. Louis School of Sociology and Economy.....	
New York, N. Y.....	New York School of Philanthropy.....	Porter R. Lee.
Philadelphia, Pa.....	Pennsylvania School for Social Service.....	Bernard J. Newman.
Houston, Tex.....	Texas School of Civics and Philanthropy.....	Stuart A. Queen.
Richmond, Va.....	School of Social Work and Public Health.....	Henry H. Hibbs, jr.

XXXIII.—EDUCATIONAL BOARDS AND FOUNDATIONS.

Name of board.	President.	Secretary.	Meeting.
Anna T. Jeanes Foundation.	J. H. Dillard, Charlottesville, Va.	John T. Emlen, 4th and Chestnut Sts., Philadelphia, Pa.	New York, N. Y., 1918.
Baron de Hirsch Fund...	E. S. Benjamin, 1019 Madison Ave., New York, N. Y.	Max J. Kohler, 52 William St., New York, N. Y.	New York, N. Y., last Sunday in January.
Carnegie Corporation of New York.	Andrew Carnegie, 2 East 91st St., New York, N. Y.	James Bertram, 576 5th Ave., New York, N. Y.	New York, N. Y.
Carnegie Foundation for the Advancement of Teaching.	H. S. Pritchett, 576 5th Ave., New York, N. Y.	Clyde Furst, 576 5th Ave., New York, N. Y.	New York, N. Y.
General Education Board.	Wallace Buttrick, 61 Broadway, New York, N. Y.	Abraham Flexner, 61 Broadway, New York, N. Y.	New York, N. Y., December 5, 1918.
John F. Slater Fund.....	James H. Dillard, Charlottesville, Va.	Miss G. C. Mann, Charlottesville, Va.	New York, N. Y., December, 1918.
Kahn Foundation for the Foreign Travel of American Teachers.	Nicholas Murray Butler, 116th St. and Broadway, New York, N. Y.	Frank D. Fackenthal, 116th St. and Broadway, New York, N. Y.	
Phelps-Stokes Fund.....	I. N. Phelps-Stokes, chairman, 100 William St., New York, N. Y.	Anson Phelps-Stokes, Yale University, New Haven, Conn.	New York, N. Y., November, 1918.
Rockefeller Foundation...	George E. Vincent, New York, N. Y.	Jerome D. Groene, 61 Broadway, New York, N. Y.	New York, N. Y., December 4, 1918.
Russell Sage Foundation..	Mrs. Russell Sage, 604 5th Ave., New York, N. Y.	John M. Gledin, 130 East 22d St., New York, N. Y.	Monthly, October to May, inclusive.

XXXIV.—CHURCH EDUCATIONAL BOARDS AND SOCIETIES.

Name of board.	President.	Secretary.
Council of Church Boards of Education in the United States of America. American Baptist Education Society.....	James E. Clarke, Nashville, Tenn. Clark W. Chamberlain, Granville, Ohio. W. G. Sargent, Providence, R. I.	Robert L. Kelly, 19 South La Salle St., Chicago, Ill. Frank W. Padelford, 706 Ford Bldg., Boston, Mass. Hugh A. Smith, Warren, Ind.
American Christian Convention, Department of Education. American Unitarian Association, Committee on Education.	.....	.....
Congregational Education Society.....	C. F. Swift, Denver, Colo....	Frank M. Sheldon, 14 Beacon St., Boston, Mass.
Disciples of Christ, Board of Education.....	R. H. Crossfield, Lexington, Ky.	G. D. Edwards, Columbia, Mo.
Evangelical Lutheran Church, Board of Education. Mennonites of North America, General Conference, Board of Education. Methodist Episcopal Church, Board of Education.	A. J. Turkle, 11 Riverview Ave., Pittsburgh, Pa. H. H. Ewert, Gretna, Manitoba. William F. McDowell, 1509 16th St. N. W., Washington, D. C.	E. E. Blint, Leechburg, Pa. J. H. Langenwalter, Bluffton, Ohio. E. S. Tipple, Drew Theological Seminary, Madison, N. J.
Methodist Episcopal Church, South, Board of Education.	W. B. Murrah, Memphis, Tenn.	Stonewall Anderson, 810 Broadway, Nashville, Tenn.
National Baptist Convention, Educational Board.	T. J. Searcy, 385 South Cynthia Place, Nashville, Tenn.	S. E. Griggs, Memphis, Tenn.
Northern Baptist Convention, Board of Education.	E. D. Burton, chairman, University of Chicago, Chicago, Ill.	Frank W. Padelford, 706 Ford Bldg., Boston, Mass.
Presbyterian Church in the United States of America, Board of Education.	Charles Wadsworth, jr., 5854 Overbrook Ave., Philadelphia, Pa.	James E. Clarke, Nashville, Tenn.
Presbyterian Church in the United States of America, College Board. Presbyterian Church in the United States (Southern), Executive Committee of Education.	Edwin A. McAlpin, jr., Madison, N. J. Wade Sheltman, Room 410, Urban Bldg., Louisville, Ky.	Henry H. Sweets, 122 South 4th Ave., Louisville, Ky.
Protestant Episcopal Church, General Board of Religious Education.	Daniel S. Tuttle, 74 Vandeventer Place, St. Louis, Mo.	William E. Gardner, 289 4th Ave., New York, N. Y.
Reformed Church in America, Board of Education. Society of Friends, 5-years' meeting, Board of Education.	Ellas W. Thompson, 25 East 22d St., New York, N. Y. David M. Edwards, Earlham College, Earlham, Ind.	John G. Gebhard, 25 East 22d St., New York, N. Y. J. Edwin Jay, Wilmington, Ohio.
Society of Friends, General Conference, Committee on Education.	Bird T. Baldwin, Swarthmore, Pa.	Bertha L. Broomell, 15th and Race Sts., Philadelphia, Pa.
United Evangelical Church, Board of Education. United Presbyterian Church, Board of Education	Franklin Schlegel, 441 Chestnut St., Lancaster, Pa. David F. Matchett, 6133 Ellis Ave., Chicago, Ill.	H. H. Thoren, 1546 Barry Ave., Chicago, Ill. Ralph D. Kyle, 1344 East 63d St., Chicago, Ill.

XXXV.—SUPERINTENDENTS OF CATHOLIC PAROCHIAL SCHOOLS.

[Archdioceses are indicated by an asterisk (*).]

Diocese or archdiocese.	Name and title of supervising officer.	Address.
Albany, N. Y.....	Rev. Joseph A. Dunney, S. T. L., inspector of schools.	454 Western Ave., Albany, N. Y.
Baker City, Oreg.....	Rev. Hugh J. Marshall, diocesan inspector of schools.	Klamath Falls, Oreg.
*Baltimore, Md.....	Rev. Lawrence A. Brown, superintendent (Baltimore city).	Catonsville, Baltimore, Md.
*Boston, Mass.....	Rev. Augustine F. Hickey, S. T. L., diocesan supervisor of schools.	75 Union Park St., Boston, Mass.
Brooklyn, N. Y.....	Rev. Joseph V. S. McLancy, inspector of schools.	749 Linwood St., Brooklyn, N. Y.
Buffalo, N. Y.....	Rev. Francis T. Kanaley, superintendent of parochial schools.	1974 Seneca St., Buffalo, N. Y.
Cleveland, Ohio.....	Rev. William A. Kane, diocesan superintendent of parochial schools.	1007 Superior Ave., N.E., Cleveland, Ohio.
Columbus, Ohio.....	Rev. John P. Curran, superintendent of schools.	150 East First Ave., Columbus, Ohio.
Crookston, Minn.....	Rev. John P. Funk, diocesan superintendent of schools.	Crookston, Minn.

XXXV.—SUPERINTENDENTS OF CATHOLIC PAROCHIAL SCHOOLS—Continued.

Diocese or archdiocese.	Name and title of supervising officer.	Address.
Erie, Pa.....	Rev. John M. Gannon, D. D., D. C. L., superintendent of schools.	Meadville, Pa.
Fall River, Mass.....	Rev. Francis J. Bradley, D. D., diocesan school visitor. Rev. L. Damase Robert, diocesan school visitor.	274 Second St., Fall River, Mass. 889 Pine St., Fall River, Mass.
Fargo, N. Dak.....	Very Rev. John Baker, V. G., inspector of schools.	Valley City, N. Dak.
Fort Wayne, Ind.....	Rev. A. E. Lafontaine, superintendent of schools.	1140 Clinton St., Fort Wayne, Ind.
Galveston, Tex.....	Rev. J. B. O'Leary, diocesan director of schools.	Houston Heights, Tex.
Green Bay, Wis.....	Rev. Peter J. Grosnick, diocesan superintendent of schools.	Manawa, Wis.
Hartford, Conn.....	Rev. W. J. Fitzgerald, S. T. L., diocesan supervisor of schools.	340 Collins St., Hartford, Conn.
Little Rock, Ark.....	Right Rev. Thomas V. Tobin, superintendent.	Cathedral, Little Rock, Ark.
Nashville, Tenn.....	Rev. S. A. Stritch, D. D., supervisor of diocesan schools.	2001 West End Ave., Nashville, Tenn.
*New Orleans, La.....	Rev. L. J. Kavanagh, superintendent.....	2432 Napoleon Ave., New Orleans, La.
*New York, N. Y.....	Rev. Joseph F. Smith, superintendent of schools. Rev. Michael J. Larkin, S. T. B., superintendent of schools.	328 West 11th St., New York, N. Y. 308 East 37th St., New York, N. Y.
Newark, N. J.....	Rev. John A. Dillon, superintendent of schools. Rev. William F. Lawlor, assistant superintendent of schools.	91 Washington St., Newark, N. J. 691 Westside Ave., Jersey City, N. J.
*Oregon City, Oreg.....	Rev. Edwin V. O'Hara, diocesan superintendent of schools.	62 North 16th St., Portland, Oreg.
*Philadelphia, Pa.....	Rev. John E. Flood, superintendent of parochial schools. Rev. William P. McNally, assistant superintendent of parochial schools.	242 South 20th St., Philadelphia, Pa. Twenty-ninth and Dickinson Sts., Philadelphia, Pa.
Pittsburgh, Pa.....	Rev. Ralph L. Hayes, D. D., superintendent of schools.	116 North Dithridge St., Pittsburgh, Pa.
Rochester, N. Y.....	Rev. Joseph S. Cameron, Ph. B., superintendent of schools.	Bath, N. Y.
*St. Louis, Mo.....	Rev. Patrick Dooley, superintendent of high schools.	1108 North Jefferson Ave., St. Louis, Mo.
*San Francisco, Cal.....	Rev. Ralph Hunt, S. T. L., superintendent of schools.	1200 Florida St., San Francisco, Cal.
Springfield, Mass.....	Rev. John F. Conlin, P. R., diocesan school visitor. Rev. P. F. Doyle, assistant diocesan school visitor.	Chicopee, Mass. 395 Chestnut St., Springfield, Mass.
Syracuse, N. Y.....	Rev. Charles F. McEvoy, superintendent of schools.	Cathedral, Syracuse, N. Y.
Toledo, Ohio.....	Rev. George Johnson, superintendent of parochial schools.	525 Islington St., Toledo, Ohio.
Trenton, N. J.....	Rev. William J. McConnell, superintendent of parochial schools.	Belmar, N. J.

XXXVI.—JEWISH EDUCATIONAL ORGANIZATIONS.

NATIONAL.

Name.	Presiding officer.	Secretary.
Central Conference of American Rabbis, Religious Education Committee.	Moses J. Gries, Cleveland, Ohio...	Joseph S. Kornfeld, Columbus, Ohio.
Council of Jewish Women, Education Committee.	Mrs. Enoch Rauh, 5837 Bartlett St., Pittsburgh, Pa.	Mrs. Leon G. Ball, 507 Shady Ave., Pittsburgh, Pa.
Educational League for the Higher Education of Orphans.	Samuel J. Wolfenstein, 1624 Compton Road, Cleveland, Ohio.	Eugene E. Wolf, 336 Engineers Bldg., Cleveland, Ohio.
Jewish Chautauqua Society.....	Jacob Goldbaum, Fels & Co., Philadelphia, Pa.	Jeannette M. Goldberg, Jefferson, Tex.
Union of American Hebrew Congregations, Board of Managers of Synagogue and School Extension.	Charles Shohl, First National Bank Bldg., Cincinnati, Ohio.	George Zepin, 62 Duttonholer Bldg., Cincinnati, Ohio.

XXXVI.—JEWISH EDUCATIONAL ORGANIZATIONS—Continued.

LOCAL.

Name.	Presiding officer.	Secretary.
Hebrew Education Society of Baltimore City.	Baltimore, Md.....	Hugo Steiner, Law Bldg.
Bureau of Education of the Jewish Community of New York City.	New York, N. Y.....	M. M. Kaplan, 34 Stuyvesant St.
Educational Alliance.....	do.....	Bernard M. L. Ernest, 31 Liberty St.
Hebrew Education Society.....	Newark, N. J.....	Leon A. Kohn, 19 Seymour Ave.
Hebrew Education Society of Philadelphia.	Philadelphia, Pa.....	Bernard Harris, Stephen Girard Bldg.
Jewish Educational and Charitable Association.	St. Louis, Mo.....	Oscar Leonard, 901 Carr St.
Jewish Educational League.....	Toledo, Ohio.....	Sigmund Sanger, 1007 Nicholas Bldg.

XXXVII.—INTERNATIONAL ASSOCIATIONS OF EDUCATION.¹

American University Union in Europe. Chairman, Anson Phelps Stokes, New Haven, Conn.; secretary, Roger Pierce, Cambridge, Mass.

Association for the International Exchange of Students. Secretary, Henry W. Crees, Carlton House, Westminster, London, England.

Bureau International de Fédérations d'Instituteurs. President, M. Mieras, jr.; secretary, P. Otto, Bloemendaal, Holland.

International Child Welfare League. President, Mrs. Walston Hill Brown, 117 East 21st St., New York, N. Y.; general secretary, Mrs. George L. Wheelock, 331 West 101st St., New York, N. Y.

International Commission on the Teaching of Mathematics. President, G. Klein, Göttingen; general secretary, H. Fehr, 110 Florissant, Geneva, Switzerland.

International Congress on School Hygiene. President, Albert Mathieu, Paris, France.

International Federation for the Development of Drawing and Art Teaching. Address: Léon Genoud, Fribourg, Switzerland.

International Federation of Catholic Alumnae. President, Clare I. Cogan, 6703 Ridge Boulevard, Brooklyn, N. Y.; secretary, Helen R. O'Neill, 229 84th St., Brooklyn, N. Y.

International Kindergarten Union. President, Caroline D. Aborn, Mason St., Boston, Mass.; secretary, May Murray, Springfield, Mass. Next meeting: Baltimore, Md., spring, 1919.

International Moral Education Congress. Permanent commission. Address: M. Spiller, South Hill Park, 63, London, N. W., England.

International Sunday School Association. President, W. O. Thompson, Columbus, Ohio; secretary, Marion Lawrence, 1516 Mallers Bldg., Chicago, Ill. Next meeting: Kansas City, Mo., 1922.

World's Student Christian Federation. President, Dr. Karl Fries, Stockholm, Sweden; secretary, John R. Mott, 124 East 28th St., New York, N. Y.

XXXVIII.—AMERICAN EDUCATIONAL ASSOCIATIONS.

The following list shows, first, the name of the association; second, the name and address of the president; third, the name and address of the secretary; fourth, the place and date of the next meeting.

1. *National and sectional.*

Alumni Association of American Rhodes Scholars: L. W. Cronkhite, Wellesley Hills, Mass.; Frank Aydelotte, Massachusetts Institute of Technology, Boston, Mass.

American Association for the Advancement of Agricultural Teaching: George A. Works, Cornell University, Ithaca, N. Y.; F. E. Heald, Massachusetts Institute of Technology, Boston, Mass.; Baltimore, Md., January 7, 1919.

American Association for the Advancement of Science, Section L: Vice-president, S. A. Curtis, 82 Eliot St., Detroit, Mich.; Bird T. Baldwin, Walter Reed General Hospital, Washington, D. C.; Baltimore, Md., December 23-28, 1918.

American Association for the Study of the Feeble Minded: Charles A. Little, Thiells, N. Y.; J. M. Murdoch, Polk, Pa.; Chicago, Ill., May 29-30, 1919.

American Association of Agricultural College Editors: Bristow Adams, Cornell University, Ithaca, N. Y.; Frank C. Dean, Ohio State University, Columbus, Ohio; Columbus, Ohio, June, 1919.

American Association of College News Bureaus: T. T. Frankenberg, Columbus, Ohio; Bernard Sobel, 1529 Ferry Street, Lafayette, Ind.

American Association of Collegiate Registrars: A. W. Tarbell, Carnegie Institute of Technology, Pittsburgh, Pa.; Ezra L. Gillis, State University of Kentucky, Lexington, Ky.

American Association of Farmers' Institute Workers: Jewell Mayse, Jefferson City, Mo.; Wesley Webb, Dover, Del.; Baltimore, Md., January 8-10, 1919.

American Association of Instructors of the Blind: Thomas S. McAloney, Pittsburgh, Pa.; N. C. Abbott, Nebraska City, Nebr.; 1920.

American Association of Teachers Colleges: Charles McKenny, Ypsilanti, Mich.; J. O. Crabbe, Greeley, Colo.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.

American Association of Teachers of Journalism: F. N. Scott, University of Michigan, Ann Arbor, Mich.; Lee A. White, Detroit, Mich.; Milwaukee, Wis., probably March, 1919.

¹ Because of the European war no reports have been received during the past year from many international associations.

- American Association of Teachers of Spanish: Lawrence A. Wilkins, 598 West 191st St., New York, N. Y.; Alfred Coester, Commercial High School, Brooklyn, N. Y.; New York, N. Y., December 27-28, 1918.
- American Association of University Professors: J. M. Coulter, University of Chicago, Chicago, Ill.; H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.; Christmas holidays, 1918.
- American Association to Promote the Teaching of Speech to the Deaf: Edmund Lyon, 1441 East Ave., Rochester, N. Y.; Fred DeLand, acting, 1601 35th St., Washington, D. C.; Philadelphia, Pa., summer, 1920.
- American Bar Association, Council on Legal Education: Henry Wade Rogers, Federal Building, New York, N. Y.; Henry M. Bates, Ann Arbor, Mich.
- American Bar Association, Section of Legal Education: William A. Blount, Pensacola, Fla.; Charles M. Hepburn, Indiana University Law School, Bloomington, Ind.
- American Conference of Pharmaceutical Faculties: Charles S. Jordan, Purdue University, Lafayette, Ind.; Theodore J. Bradley, Boston, Mass.; New York, N. Y., about September 1, 1919.
- American Council on Education, 309 Munsey Building, Washington, D. C.; Donald J. Cowling; P. L. Campbell.
- American Federation of Arts: Robert W. de Forest, 30 Broad St., New York, N. Y.; Leila Mechlin, 1741 New York Ave., Washington, D. C.; May, 1919.
- American Federation of Teachers: Charles B. Stillman, 1620 Lake Ave., Wilmette, Ill.; F. G. Steaker, 1618 Lake Ave., Wilmette, Ill.
- American Federation of the Teachers of the Mathematical and Natural Sciences: C. Elborg Mann, 579 Fifth Ave., New York, N. Y.; William A. Hedrick, Central High School, Washington, D. C.; Baltimore, Md., December 29, 1918, with the American Association for the Advancement of Science.
- American Home Economics Association: Edna N. White, Columbus, Ohio; Cora M. Winchell, Teachers College, New York, N. Y.; June, 1919.
- American Humane Education Society: Francis H. Rowley, 180 Longwood Ave., Boston, Mass.; Gny Richardson, 180 Longwood Ave., Boston, Mass.; Boston, Mass., March 25, 1919.
- American Institute of Dental Teachers: A. W. Thornton, Montreal, Quebec; Abram Hoffman, 381 Linwood Ave., Buffalo, N. Y.; January 28-30, 1919.
- American Institute of Instruction: Wallace E. Mason, Keene, N. H.; John J. Mahoney, Lowell, Mass.; Boston, Mass., November 14-16, 1918.
- American Medical Association, Council on Medical Education: Chairman, Horace D. Arnold, Office Surgeon General, Washington, D. C.; N. P. Colwell, 535 North Dearborn St., Chicago, Ill.; Chicago, Ill., February 10, 1919.
- American Nature-Study Society: S. C. Schmucker, Westchester, Pa.; Mrs. Anna B. Cozstock, Cornell University, Ithaca, N. Y.; Baltimore, Md., December, 1918, with the American Association for the Advancement of Science.
- American Physical Education Association: William Burdick, Baltimore, Md.; Mrs. P. B. McCurdy, 93 Westford Ave., Springfield, Mass.; Chicago, Ill., spring, 1919.
- American Poeture League: Jessie H. Bancroft, 164 Sterling Place, Brooklyn, N. Y.; Henry L. Taylor, 125 West 58th St., New York, N. Y.; New York, N. Y., March, 1919.
- American School Hygiene Association: Frances E. Fronczak, Buffalo, N. Y.; William A. Howe, State Education Building, Albany, N. Y.; probably Chicago, Ill.
- American School Peace League: Randall J. Condon, Cincinnati, Ohio; Mrs. Fannie F. Andrews, 405 Marlborough St., Boston, Mass.; with the National Education Association.
- American Society for the Extension of University Teaching: Henry LaBarre Jayne, 505 Chestnut St., Philadelphia, Pa.; William K. Huff, 730 Witherspoon Building, Philadelphia, Pa.; Philadelphia, Pa.
- Associated College Newspaper Publishers: Thomas G. Schaeble, Columbia University, New York, N. Y.; Horace H. Nahn, Columbia University, New York, N. Y.
- Associated Harvard Clubs: F. W. Burlingham, 821 Corn Exchange Bank Building, Chicago, Ill.; R. M. Grossman, 820 Rialto Building, St. Louis, Mo.
- Association of Alumni Secretaries: Levering Tyson, Columbia University, New York, N. Y.; Charles Jackson, 50 State St., Boston, Mass.
- Association of American Agricultural Colleges and Experiment Stations: Eugene Davenport, Urbana, Ill.; J. L. Hills, Vermont Experiment Station, Burlington, Vt.; Baltimore, Md., January 8-10, 1919.
- Association of American Colleges: Donald J. Cowling, Northfield, Minn.; Robert L. Kelly, 19 South La Salle St., Chicago, Ill.; Chicago, Ill., January 9-11, 1919.
- Association of American Instructors of the Deaf: Percival Hall, Gallaudet College, Washington, D. C.; Frank M. Driggs, Ogden, Utah; Philadelphia, Pa., 1920.
- Association of American Law Schools: Harlan F. Stone, Columbia Law School, New York, N. Y.; Eugene A. Gilmore, University of Wisconsin Law School, Madison, Wis.
- Association of American Library Schools: Sarah C. N. Bogle, Carnegie Library School, Pittsburgh, Pa.; Florence R. Curtis, University of Illinois Library School, Urbana, Ill.; probably December, 1918.
- Association of American Medical Colleges: W. J. Means, Columbus, Ohio; Fred C. Zapffe, 3431 Lexington St., Chicago, Ill.; Chicago, Ill., February 11, 1919.
- Association of American Universities: Representative of Indiana University, Bloomington, Ind.; Herman V. Ames, University of Pennsylvania, Philadelphia, Pa.
- Association of Biblical Instructors in American Colleges and Secondary Schools: C. F. Kent, Yale University, New Haven, Conn.; Raymond C. Knox, Columbia University, New York, N. Y.
- Association of Business Officers of the State Universities and Colleges of the Middle West: M. E. McCaffrey, University of Wisconsin, Madison, Wis.; W. H. Bates, State University of Iowa, Iowa City, Iowa; Chicago, Ill., May, 1919.
- Association of Church Directors of Religious Education: Hugh R. Orr, Pittsburgh, Pa.; Mary Lawrence, 10 Cross St., Montclair, N. J.; March, 1919.
- Association of City Training School Teachers: John F. Thomas, City Normal School, Detroit, Mich.; Henrietta V. Race, Normal School, Louisville, Ky.
- Association of Colleges and Preparatory Schools of the Middle States and Maryland: Virgil Prettyman, Horace Mann School for Boys, New York, N. Y.; George W. McClelland, University of Pennsylvania, Philadelphia, Pa.; Princeton, N. J., November 29-30, 1918.
- Association of Colleges and Secondary Schools of the Southern States: Charles G. Maphis, University, Va.; E. A. Bechtel, Tulane University, New Orleans, La.; probably New Orleans, La., November, 1918.
- Association of Colleges for Negro Youth: M. W. Adams, Atlanta University, Atlanta, Ga.; George E. Haynes, Department of Labor, Washington, D. C.; Nashville, Tenn., November, 1918.
- Association of Collegiate Alumnae: Mrs. Lois K. Rosenberry, 504 Wisconsin Ave., Madison, Wis.; Mrs. Gertrude S. Martin, 934 Stewart Ave., Ithaca, N. Y.; St. Louis, Mo., June, 1919.
- Association of Collegiate Schools of Architecture: Warren Powers Laird, University of Pennsylvania, Philadelphia, Pa.; Clarence A. Martin, Cornell University, Ithaca, N. Y.; with the American Institute of Architects.
- Association of Cosmopolitan Clubs: E. W. Burgess, 6025 Kimbark Ave., Chicago, Ill.; Thomas E. Oliver, University of Illinois, Urbana, Ill.; Chicago, Ill., December 26-28, 1918.
- Association of Directors of Physical Education for Women: Rachel Hardwick, Boston University, Boston, Mass.; Elizabeth A. Wright, Radcliffe College, Cambridge, Mass.; Cambridge, Mass., April, 1919.

- Association of History Teachers of the Middle States and Maryland:** Livingston R. Schreyer, College of the City of New York, New York, N. Y.; Daniel C. Knowlton, Central High School, Newark, N. J.; Princeton, N. J., November 29-30, 1918.
- Association of Military Colleges and Schools:** W. G. Kable, Staunton, Va.; W. H. Steele, Staunton, Va.; Staunton, Va., March 22, 1919.
- Association of Modern Language Teachers of the Central West and South:** K. McKennie, Urbana, Ill.; C. H. Handscheln, Oxford, Ohio; Chicago, Ill., April, 1919.
- Association of Presidents and Past Presidents of State and National Music Teachers' Associations:** E. R. Lederer, Centralia, Ill.; Arthur L. Manchester, Hardin College, Mexico, Mo.; Chicago, Ill., July, 1919.
- Association of Schools, Colleges, and Seminaries of the Reformed Church:** Henry H. Apple, Lancaster, Pa.; George L. Omwake, Collegeville, Pa.
- Association of Teachers of Mathematics in New England:** Harry B. Marsh, Technical High School, Springfield, Mass.; H. D. Gaylord, 448 Audubon Road, Boston, Mass.; Boston, Mass., December 7, 1918.
- Association of Teachers of Mathematics in the Middle States and Maryland:** H. E. Hawkes, Columbia University, New York, N. Y.; E. H. Koch, Jr., Newark, N. J.; Princeton, N. J., November 30, 1918.
- Association of Urban Universities:** Emanuel H. Merlin, Boston University, Boston, Mass.; Frederick B. Robinson, College of the City of New York, New York, N. Y.; Boston, Mass., November 15-17, 1918.
- Catholic Educational Association:** Thomas J. Shahan, Catholic University of America, Washington, D. C.; Francis W. Howard, 1661 East Main St., Columbus, Ohio; June, 1919.
- Central Association of Science and Mathematics Teachers:** Harry D. Abella, Morgan Park, Ill.; A. W. Cavanaugh, Lewis Institute, Chicago, Ill.; Chicago, Ill., November 29-30, 1918.
- Central Commercial Teachers' Association:** E. C. Bigger, Lincoln, Neb.; Adelaide Hakes, Gregg School, Chicago, Ill.
- Child Education Foundation:** C. W. McAlpin, 520 Park Ave., New York, N. Y.; Kenneth G. Kirtland, 128 West 74th St., New York, N. Y.; New York, N. Y., October 1, 1918.
- Classical Association of New England:** Monroe N. Wetmore, Williams College, Williamstown, Mass.; George E. Howes, Williams College, Williamstown, Mass.; Norton, Mass., spring, 1919.
- Classical Association of the Atlantic States:** Robert B. English, Washington, Pa.; Charles Knapp, Barnard College, New York, N. Y.; probably April or May, 1919.
- Classical Association of the Middle West and South:** Campbell Bonner, University of Michigan, Ann Arbor, Mich.; Louis E. Lord, Oberlin, Ohio; Easter week, 1919.
- Classical Association of the Pacific States, Northern Section:** Thomas R. Sidey, University of Washington, Seattle, Wash.; Julianne A. Roller, 1145 Ivon St., Portland, Oreg.; Seattle, Wash., probably December 27-28, 1918.
- College Art Association of America:** John Pickard, Columbia, Mo.; John Shapley, Brown University, Providence, R. I.; probably Cleveland, Ohio.
- College Conference on English in the Central Atlantic States:** James W. Tupper, Lafayette College, Easton, Pa.; W. O. Sypherd, Delaware College, Newark, Del.
- College Entrance Examination Board:** Chairman, Robert N. Corwin, Sheffield Scientific School, New Haven, Conn.; Thomas S. Fiske, 431 West 117th St., New York, N. Y.; New York, N. Y., November 2, 1918.
- Commission on Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States:** W. H. Hand, Knoxville, Tenn.; Harry Clark, Knoxville, Tenn.; probably New Orleans, La., November, 1918.
- Committee of Fifteen on Educational Preparation for Foreign Service (with Advisory Council):** Glen Levin Swiggett, Bureau of Education, Washington, D. C.
- Committee on Friendly Relations Among Foreign Students:** Cleveland H. Dodge, 99 John St., New York, N. Y.; Charles D. Hurrey, 347 Madison Ave., New York, N. Y.
- Committee on Patriotism through Education of the National Security League:** Director, Robert McNutt McElroy, 19 West 44th St., New York, N. Y.; Mrs. Thomas J. Preston, Jr., 19 West 44th St., New York, N. Y.
- Conference of Church Workers in State Universities:** Thomas R. Evans, Princeton, N. J.; Roy Hamilton, 938 Lincoln Pl., Boulder, Colo.; Columbus, Ohio, January 4-6, 1919.
- Conference of Colleges of the Interior:** Secretary, Walter H. Rollins, Fairmount College, Wichita, Kans.
- Conference of Superintendents and Principals of Schools for the Deaf in the United States and Canada:** J. W. Jones, School for the Deaf, Columbus, Ohio; Frank M. Driggs, Ogden, Utah; St. Augustine, Fla.
- Conference on Universities and Public Service:** Secretary, Edward A. Fitzpatrick, Box 380, Madison, Wis.
- Daughters of the American Revolution, Committee on Patriotic Education:** Chairman, Lotte E. Jones, 112 West North St., Danville, Ill.
- Drama League of America:** Philip D. Sherman, Oberlin College, Oberlin, Ohio; Alice M. Houston, 1426 Forrest Ave., Evanston, Ill.
- Eastern Arts Association:** Augustus F. Rose, Providence, R. I.; Fred P. Peaple, Board of Education, Montclair, N. J.
- Eastern Association of Physics Teachers:** Charles B. Farrington, Newtonville, Mass.; Alfred M. Butler, 198 Park St., West Roxbury, Mass.; Boston, Mass., October, 1918.
- Eastern Commercial Teachers' Association:** H. G. Hesley, 69 West 158th St., New York, N. Y.; D. A. McMillin, Central High School, Newark, N. J.; Springfield, Mass., April 17-19, 1919.
- Eastern Music Supervisors' Conference:** Ralph L. Baldwin, Hartford, Conn.; Richard W. Grant, Somerville, Mass.; probably New York, N. Y., April, 1919.
- Educational Aid Society,** 37 First National Bank Building, Chicago, Ill.; Harry J. Myers; Elizabeth M. Phillips; Chicago, Ill., January 14, 1919.
- Educational Association of the Methodist Episcopal Church:** W. H. McMaster, Alliance, Ohio; Hubert Phillips, Garma, Ill.; Chicago, Ill., January, 1919.
- Educational Dramatic League:** Mrs. August Belmont, 105 West 40th St., New York, N. Y.; Miss Marion A. Turner, 105 West 40th St., New York, N. Y.
- Educational Press Association of America:** Harry G. Williams, Columbus, Ohio; George L. Towne, University Publishing Company, Lincoln, Neb.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- Farmers' Educational Cooperative Union of America:** O. P. Ford, McFall, Ala.; Miss Lottie B. Wyatt, 2130 Maine Ave., Birmingham, Ala.
- Federación de Estudiantes Latino-Americanos:** Secretary, J. M. Hernández, Ann Arbor, Mich.
- Federation for Child Study:** Mrs. Howard S. Gans, 401 West End Ave., New York, N. Y.; Miss Sonia Creles, 2 West 64th St., New York, N. Y.; New York, N. Y., November 4, 1918.
- Federation of Modern Language Teachers' Associations:** Robert H. Fife, Jr., Middletown, Conn.; Bertha Vogel, South Boston High School, Boston, Mass.; probably New York, N. Y., December 1, 1918.
- Head Masters' Association:** Frederick Winsor, Concord, Mass.; Arthur F. Warren, 241 West 77th St., New York, N. Y.; Boston, Mass., February 7-8, 1919.

- Head Mistresses' Association of the Middle West: L. Gertrude Angell, Buffalo, N. Y.; Grace L. Jones, Columbus School for Girls, Columbus, Ohio; January, 1919.
- Inland Empire Council of Teachers of English: F. M. Padelford, Seattle, Wash.; L. W. Sawtelle, Sheridan, Oreg.; Spokane, Wash., April, 1919.
- Inland Empire Teachers' Association: Ethel E. Redfield, Boise, Ida.; J. A. Burke, E. 2225 Illinois Ave., Spokane, Wash.; Spokane, Wash., Spring, 1919.
- Lake Mohonk Conference of Friends of the Indian and other Dependent Peoples: Presidency vacant; H. C. Phillips, Mohonk Lake, N. Y.
- Land Grant College Engineering Association: W. M. Riggs, Clemson College, S. C.; A. A. Potter, Manhattan, Kans.; Baltimore, Md., November 13-15, 1918.
- Lutheran Education Society: William E. Schlake, 111 W. Washington St., Chicago, Ill.; C. J. Schwank, 3305 N. Hamilton Ave., Chicago, Ill.; Chicago, Ill., April 24, 1919.
- Middle West Society of Physical Education and Hygiene: M. I. Foss, 5315 Drexel Ave., Chicago, Ill.; Katherine Cronin, 5306 Woodlawn, Chicago, Ill.; Chicago, Ill., with American Physical Education Society.
- Missionary Education Movement of the United States and Canada: Samuel Thorne, Jr., 27 Cedar St., New York, N. Y.; Ernest F. Hall, 160 Fifth Ave., New York, N. Y.; New York, N. Y., January, 1919.
- Mississippi Valley Historical Association, Teachers' Section: R. M. Tryon, University of Chicago, Chicago, Ill.; Howard C. Hill, University High School, Chicago, Ill.; St. Louis, Mo., May, 1919.
- Missouri Valley Commercial Teachers' Association: S. J. Shook, Topeka, Kans.; Mrs. E. M. Platt, 801 Francis St., St. Joseph, Mo.; Kansas City, Mo., November, 1918.
- Modern Language Association of the Middle States and Maryland: Marion P. Whitney, Poughkeepsie, N. Y.; Anna W. Ballard, Columbia University, New York, N. Y.; Princeton, N. J., November 30, 1918.
- Music Teachers' National Association: Charles N. Boyd, 4269 Fifth Ave., Pittsburgh, Pa.; William Benbow, 725 Elmwood Ave., Buffalo, N. Y.; St. Louis, Mo.; December 30, 1918-January 1, 1919.
- National Associated Schools of Scientific Business: W. N. Ferris, Big Rapids, Mich.; Sherwin Cody, 189 West Madison St., Chicago, Ill.; New York, N. Y., November 29-30, 1918.
- National Association for the Study and Education of Exceptional Children: Theodore Stempfel, Indianapolis, Ind.; Waldemar H. Grozmann, Plainfield, N. J.
- National Association of Accredited Commercial Schools: B. F. Williams, Des Moines, Iowa; H. E. V. Porter, Jamestown, N. Y.; Chicago, Ill., December 26, 1918.
- National Association of Corporation Schools: H. M. Rowe, Baltimore, Md.; F. C. Henderschott, Irving Place and 15th St., New York, N. Y.; Chicago, Ill., June, 1919.
- National Association of Dental Faculties: Herbert C. Miller, Fifteenth and Couch Sts., Portland, Oreg.; C. C. Allen, Tenth and Troost Sts., Kansas City, Mo.; New Orleans, La.
- National Association of Directors of Educational Research: R. B. Buckingham, Madison, Wis.; E. J. Ashbaugh, Iowa City, Iowa; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Association of French Teachers in America: Auguste George, 100 St. Nicholas Ave., New York, N. Y.; Eugene Maloubier, 129 Columbia Heights, Brooklyn, N. Y.; New York, N. Y., September 28, 1918.
- National Association of High School Supervisors and Inspectors: J. D. Elliff, University of Missouri, Columbia, Mo.; J. J. Didcott, Peabody Teachers College, Nashville, Tenn.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Association of Penmanship Supervisors: C. A. Barnett, 307 Board of Education, Cleveland, Ohio; H. W. Huntsinger, Spencerian Commercial School, Cleveland, Ohio.
- National Association of Public School Building Officers: C. W. Handman, Board of Education, Cincinnati, Ohio; R. M. Milligan, Commissioner of School Buildings, St. Louis, Mo.; Rochester, N. Y., November 12, 1918.
- National Association of School Accounting and Business Officers: J. S. Mullan, Rochester, N. Y.; E. C. Baldwin, Boston, Mass.; Cleveland, Ohio, May, 1919.
- National Association of Secondary School Principals: W. D. Lewis, William Penn High School for Girls, Philadelphia, Pa.; H. V. Church, Cicero, Ill.; Chicago, Ill., February, 1919.
- National Association of State Supervisors and Inspectors of Rural Schools: Lea L. Driver, Winchester, Ind.; Julia M. Stone, Topeka, Kans.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Association of State Universities in the United States of America: Guy P. Benton, University of Vermont, Burlington, Vt.; F. L. McVey, University of Kentucky, Lexington, Ky.; Washington, D. C., November 11-12, 1918.
- National Association of Teachers' Agencies: Willard W. Andrews, 81 Chapel St., Albany, N. Y.; A. P. Goddard, 19 South La Salle St., Chicago, Ill.; Chicago, Ill., February 24-March 1, 1919, with the Department of Superintendence, National Education Association.
- National Association of Teachers in Colored Schools: S. G. Atkins, Winston-Salem, N. C.; S. X. Floyd, Augusta, Ga.; Orangeburg, S. C., July 30-August 3, 1919.
- National Association of Teachers of Speech: Howard S. Woodward, Western Reserve University, Cleveland, Ohio; C. H. Thurber, Purdue University, Lafayette, Ind.; Chicago, Ill., December 26-28, 1918.
- National Child Labor Committee: Chairman, Felix Adler, 33 Central Park West, New York, N. Y.; Owen R. Lovejoy, 105 East 22d St., New York, N. Y.
- National Child Welfare Association: William M. Kingsley, 70 Fifth Ave., New York, N. Y.; Charles F. Powellson, 70 Fifth Ave., New York, N. Y.
- National Collegiate Athletic Association: Palmer E. Pierce, War College, Washington, D. C.; Frank W. Nicolson, Wesleyan University, Middletown, Conn.; New York, N. Y., December, 1918.
- National Commercial Teachers' Federation: James C. Reed, Whitewater, Wis.; Otis L. Trenary, Kenosha, Wis.; Chicago, Ill., December, 1919.
- National Community Center Association: John Collier, 70 5th Ave., New York, N. Y.; Edward L. Burchard, 1415 East 57th St., Chicago, Ill.; probably Chicago, Ill., February, 1919.
- National Conference Committee on Standards of Colleges and Secondary Schools: A. Ross Hill, University of Missouri, Columbia, Mo.; Frank W. Nicolson, Middletown, Conn.; New York, N. Y., February, 1919.
- National Conference of Deans of Women: Kathryn S. McLean, Ohio Wesleyan University, Delaware, Ohio; Anne D. Blitz, William-Smith College, Geneva, N. Y.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Conference of Music Supervisors: Osbourne McConathy, Evanston, Ill.; Mabelle E. Glenn, Bloomington, Ill.
- National Conference on the Education of Truant, Backward, Dependent, and Delinquent Children: Hobart H. Todd, Industry, N. Y.; Charles H. Johnson, Albany, N. Y.; Atlantic City, N. J.
- National Council of Executive and Administrative Women in Education: Ada Van Stone Harris, Pittsburgh, Pa.; Ethel C. Redfield, Boise, Idaho; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Council of Geography Teachers: Albert P. Brigham, Hamilton, N. Y.; George J. Miller, Mankato, Minn.
- National Council of Normal School Presidents and Principals: J. A. Pitman, Salem, Mass.; Charles H. Cooper, Mankato, Minn.; Chicago, Ill., February 21-22, 1919.

- National Council of Primary Education: Chairman, Ella Victoria Dobbs, University of Missouri, Columbia, Mo.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Council of Teachers of English: Edwin L. Miller, Northwestern High School, Detroit, Mich.; James F. Hosie, Chicago Normal College, Chicago, Ill.; Chicago, Ill., November 28-30, 1918.
- National Education Association: George D. Strayer, Teachers College, Columbia University, New York, N. Y.; James W. Crabtree, 1400 Massachusetts Ave., Washington, D. C.; Milwaukee, Wis., June 23-July 5, 1919.
- National Education Association, Department of Superintendence: E. C. Hartwell, St. Paul, Minn.; Marie Gule, Columbus, Ohio; Chicago, Ill., February 24-March 1, 1919.
- National Education Association, National Council of Education: W. B. Owen, Normal School, Chicago, Ill.; Adelaide S. Baylor, 2308 Park Ave., Indianapolis, Ind.; Chicago, Ill., February 24-March 1, 1919.
- National Educators' Conservation Society: Charles L. Bristol, 1013 Prospect Place, Brooklyn, N. Y.; Nomer Gray, 1013 Prospect Place, Brooklyn, N. Y.; New York, N. Y., January 15, 1919.
- National Federation of College Women: Mrs. Myra K. Miller, Long Beach, Cal.; Mrs. Harriet H. Barry, Monrovia, Cal.; probably Chicago, Ill., 1919.
- National Federation of State Education Associations: Charles S. Foos, Reading, Pa.; Henry J. Neal, Phillipsburg, N. J.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National German-American Teachers' Association (Nationaler Deutsch-Amerikanischer Lehrerbund): President, Leo Stern, 939 2d St., Milwaukee, Wis.
- National Kindergarten Association: Bradley Martin, 8 West 40th St., New York, N. Y.; Bessie Locke, 8 West 40th St., New York, N. Y.; New York, N. Y., November, 1919.
- National League for Life Assurance Education: Secretary, T. R. Weddell, Insurance Exchange, Chicago, Ill.; Chicago, Ill., September 17, 1918.
- National League of Compulsory Education Officials: Charles A. McCall, City Hall, Newark, N. J.; T. P. Twigg, 254 Lathrop Ave., Detroit, Mich.; St. Louis, Mo., November 20-22, 1918.
- National League of Nursing Education: S. Lillian Clayton, Philadelphia General Hospital, Philadelphia, Pa.; Laura K. Logan, Cincinnati General Hospital, Cincinnati, Ohio; Chicago, Ill.
- National League of Teacher-Mothers: Ella Frances Lynch, Bryn Mawr, Pa.
- National League of Teachers' Associations: Sallie Hill, 1029 Emerson St., Denver, Colo.; Grace Benton, 715 North Nevada Ave., Colorado Springs, Colo.
- National Society for Broader Education: Guy Carleton Lee, Carlisle, Pa.; H. H. Langsdorf, 168 West High St., Carlisle, Pa.; New York, N. Y., January 1, 1919.
- National Society for the Study and Correction of Speech Disorders: Walter B. Swift, 110 Bay State Road, Boston, Mass.; Marguerite R. Franklin, 110 Bay State Road, Boston, Mass.; Cleveland, Ohio, December 2, 1918.
- National Society for the Study of Education: George D. Strayer, Columbia University, New York, N. Y.; Guy M. Whipple, Carnegie Institute of Technology, Pittsburgh, Pa.; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Society for Vocational Education: David Snedden, Teachers College, Columbia University, New York, N. Y.; May Allinson, 140 West 42d St., New York, N. Y.; St. Louis, Mo., February 20-22, 1919.
- National Society of College Teachers of Education: W. C. Bagley, Teachers College, Columbia University, New York, N. Y.; Guy M. Wilson, Iowa State Agricultural College, Ames, Iowa; Chicago, Ill., February, 1919, with the Department of Superintendence, National Education Association.
- National Speech Arts Association: Charles M. Holt, 60-62 11th St., South, Minneapolis, Minn.; Jessie E. Sharp, 3425 Prytanla St., New Orleans, La.
- National Story Tellers League: President, Richard T. Wyche, 3 Kennedy St., Washington, D. C.; Brooklyn, N. Y., October 15-16, 1918.
- National University Extension Association: C. B. Robertson, University of Pittsburgh, Pittsburgh, Pa.; W. H. Lighty, University of Wisconsin, Madison, Wis.; Chicago, Ill., February 27-March 1, 1919.
- National Vocational Art and Industrial Federation: Secretary, Mrs. Robert L. McCall, 4714 Washington Boulevard, Chicago, Ill.
- National Vocational Guidance Association: Frank V. Thompson, Boston, Mass.; Roy W. Kelley, Harvard University, Cambridge, Mass.
- New England Association of Chemistry Teachers: George A. Cowen, Jamaica Plain, Mass.; S. W. Hoyt, Mechanic Arts High School, Boston, Mass.
- New England Association of College Teachers of Education: J. F. Messenger, University of Vermont, Burlington, Vt.; S. Monroe Graves, Wellesley Hills, Mass.
- New England Association of Colleges and Secondary Schools: Ellen F. Pendleton, Wellesley, Mass.; Walter B. Jacobs, Brown University, Providence, R. I.; Boston, Mass., December 6-7, 1918.
- New England Association of School Superintendents: Fred H. Nickerson, Medford, Mass.; Francis Mo-Sherry, Holyoke, Mass.; Boston, Mass., probably November 14-16, 1918.
- New England Association of Teachers of English: Walter S. Hinchman, Groton School, Groton, Mass.; A. B. de Mille, Milton Academy, Milton, Mass.; Boston, Mass., November 16, 1918.
- New England College Entrance Certificate Board: Angie C. Chapin, Wellesley College, Wellesley, Mass.; Frank W. Nicolson, Middletown, Conn.; Boston, Mass., April, 1919.
- New England Federation of High School Commercial Teachers: Raymond G. Laird, Boston, Mass.; W. O. Holden, Pawtucket, R. I.; Boston, Mass., November 16, 1918.
- New England History Teachers' Association: Harry M. Varrall, Simmons College, Boston, Mass.; Horace Kidger, Technical High School, Newtonville, Mass.; probably Boston, Mass., October, 1918.
- New England Home Economics Association: Mrs. S. F. Herron, Winchester, Mass.; Mrs. Edith H. Brown, 266 Brookline Ave., Boston, Mass.
- New England Modern Language Association: Joel Hatheway, High School of Commerce, Boston, Mass.; Bertha Vogel, South Boston High School, Boston, Mass.; Boston, Mass., May 10, 1919.
- New England Montessori Association: Mrs. Dillingham, Concord, Mass.; Anne Howe, 354 Marlboro St., Boston, Mass.
- New England Penmanship Association: John L. Hayward, Somerville, Mass.; Hazel Waite, Stoughton, Mass.; Boston, Mass., January, 1919.
- North Central Association of Colleges and Secondary Schools: George Buck, Indianapolis, Ind.; Henry E. Brown, Kenilworth, Ill.; Chicago, Ill., March 20-22, 1919.
- North Central Council of State Normal School Presidents: F. A. Cotton, La Crosse, Wis.; J. G. Crabbe, Greeley, Colo.
- Northwest Association of Secondary and Higher Schools: W. M. Kern, Walla Walla, Wash.; Leonard V. Koos, University of Washington, Seattle, Wash.; Spokane, Wash., April 3-4, 1919.
- Northwestern Association of History, Government, and Economics Teachers: James Bever, Bellingham, Wash.; Leroy F. Jackson, State College of Washington, Pullman, Wash.
- Patriotic Education Society, Inc.: President, Henry A. Wise Wood, 25 Madison Ave., New York, N. Y.

- Playground and Recreation Association of America: Joseph Lee, 101 Tremont St., Boston, Mass.; Howard S. Braucher, 1 Madison Ave., New York, N. Y.
- Presbyterian Educational Association of the South: Henry H. Sweets, 122 South Fourth Ave., Louisville, Ky.; D. S. Gage, 410 Urban Building, Louisville, Ky.; Montreat, N. C., July, 1919.
- Religious Education Association: Samuel A. Eliot, Boston, Mass.; Henry F. Cope, 1440 East 57th St., Chicago, Ill.; Detroit, Mich., March 17-19, 1919.
- School Board Members' Association, 33 East 27th St., New York, N. Y.; Secretary, H. S. Chapin.
- School Garden Association of America: J. H. Francis, Bureau of Education, Washington, D. C.; E. F. Murphy, Richmond, Ind.; Chicago, Ill., February 23, 1919, with the Department of Superintendence, National Education Association.
- Society for the Promotion of Engineering Education: John F. Hayford, Cosmos Club, Washington, D. C.; F. L. Bishop, University of Pittsburgh, Pittsburgh, Pa.; June, 1919.
- Society of Directors of Physical Education in Colleges: Joseph E. Raycroft, Princeton, N. J.; Paul C. Phillips, Amherst College, Amherst, Mass.; New York, N. Y., December, 1918.
- Southern Association of College Women: Elizabeth A. Colton, Meredith College, Raleigh, N. C.; Mary L. Hargness, Newcomb College, New Orleans, La.; Columbus, Miss., April, 1919.
- Southern Baptist Education Association: Rufus W. Weaver, Macon, Ga.; A. R. Bond, Nashville, Tenn.; Nashville, Tenn., January 23-24, 1919.
- Southern Commission on Accredited Schools: W. H. Hand, University of South Carolina, Columbia, S. C.; Harry Clark, University of Tennessee, Knoxville, Tenn.
- Southern Conference of Teachers of English: Maurice Fulton, Davidson, N. C.; James M. Geringer, Farmville, Va.
- Southern Education Society: T. J. Woolter, Athens, Ga.; A. P. Bourland, 1707 Kibbourne Place, Washington, D. C.; Gainesville, Fla., December 30, 1918-January 1, 1919.
- Southern Home Economics Association: Edith M. Thomas, State College, Tallahassee, Fla.; Ada M. Field, Peabody College, Nashville, Tenn.
- Southern Industrial Education Association: C. C. Calhoun, Evans Building, Washington, D. C.; Mrs. A. S. Stone, 1225 Connecticut Ave., Washington, D. C.; Washington, D. C., October 28, 1918.
- Universal Military Training League: Howard H. Cross, Chicago, Ill.; Mrs. E. K. Abbott, 378 West Marquette Road, Chicago, Ill.
- University Commission on Southern Race Questions: James J. Doster, University of Alabama, University, Ala.; W. M. Hunley, Lexington, Va.
- Vocational Education Association of the Middle West: Albert G. Bauersfeld, 1225 Sedgewick St., Chicago, Ill.; Leonard W. Waldstrom, 330 Webster Ave., Chicago, Ill.; Chicago, Ill., January, 16-18, 1919.
- Western Association of College Teachers of Education: Herbert G. Lull, Emporia, Kans.; B. E. McFlood, University Place, Neb.; Kansas City, Mo., December 27-28, 1918.
- Western Draving and Manual Training Association: Ira S. Griffith, University of Missouri, Columbia, Mo.; L. R. Abbott, Grand Rapids, Mich.
- Women's Educational and Industrial Union, 264 Boylston St., Boston, Mass.: Acting president, Caroline L. Humphrey; acting secretary, Elizabeth W. Schermerhorn; Boston, Mass., November 12, 1918.
- Women's Intercollegiate Association for Student Government: Representative of Wilson College, Chambersburg, Pa.; Sarah C. Taylor, representative of Bryn Mawr College, Bryn Mawr, Pa.; Chambersburg, Pa., November, 1920.
- Y. M. C. A. Educational Secretaries Association: A. L. Ward, 19 South La Salle St., Chicago, Ill.; B. R. Blackney, Y. M. C. A., Buffalo, N. Y.

2. State.

Alabama:

- Alabama Educational Association: Cora Pearson, Florence; J. Alex Moore, Jasper.
- Alabama History Teachers' Association: John B. Clark, Montgomery; D. G. Chase, 2205 18th Ave. N., Birmingham; probably April, 1919.
- Alabama Home Economics Association: Sarah Bandy, Athens; Evelyn Harrington, Montevallo; Montevallo, January 29-30, 1919.
- Alabama State Teachers' Association: G. W. Scott, Pratt City; P. C. Parks, Normal; Montgomery, April 17-19, 1919.
- Alabama Sunday School Association: Lloyd M. Hooper, State Capitol, Montgomery; Leon C. Palmer, Montgomery; Mobile, April 1-10, 1919.
- Association of Alabama Colleges: J. C. Dawson, Howard College, East Lake; James J. Doster, University of Alabama, University; April, 1919.
- Association of English Teachers of Alabama: Janet Simpson, Florence; J. B. Rutland, Auburn; Spring, 1919.

Arizona:

- Arizona State Teachers' Association: R. H. H. Bloma, Bisbee; Elsie Tokes, Tombstone.

Arkansas:

- Arkansas School Directors' Association: Allen Winham, Texarkana; L. B. McClure, Russellville.
- Arkansas State Teachers' Association: J. R. Jewell, University of Arkansas, Fayetteville; Anne Grifley, Little Rock; probably Little Rock, April 24-26, 1919.

California:

- California Council of Education: E. Morris Cox, Oakland; Arthur H. Chamberlain, Menlo Park Building, San Francisco; April 12, 1919.
- California Federation of School Women's Clubs: Margaret Burke, 1406 Guerrero St., San Francisco; Elsie Northrup, San Mateo; San Francisco, November, 1918.
- California High School Teachers' Association: P. M. Fisher, Oakland Technical High School, Oakland; Lulu Skelton, 526 66th St., Oakland; Oakland, February 11, 1919.
- California History Teachers' Association: President, Roy Grainger, Oakland; Christmas holidays, 1918.
- California Music Teachers' Association: Albert F. Conant, San Diego; Grace Cox, 1821 Neale St., San Diego; San Francisco, July, 1919.
- California State Association of English Teachers: Adeline Croyland, 655 Stockton St., San Francisco; Irene Furlong, 1590 Sacramento St., San Francisco; San Francisco, November, 1918.
- California Teachers' Association, Bay Section: W. J. Cooper, Piedmont; W. L. Glasecock, San Mateo; Oakland, April 14-18, 1919.
- California Teachers' Association, Central Coast Section: E. E. Brownell, Gilroy; G. A. Bond, Santa Cruz; San Jose, November 26-27, 1918.
- California Teachers' Association, Northern Section: H. G. Rawlins, Wilhows; Mrs. M. R. O'Neill, Sacramento; Sacramento, probably October 31, 1918.
- California Teachers' Association, Southern Section: E. C. Moore, Los Angeles; A. E. Wiken, Los Angeles; Los Angeles, week of December 16, 1918.
- Visual Education Association of California: C. H. Carson, High School, Pasadena; A. J. Mawr, Lincoln High School, Los Angeles.
- Vocational Guidance Society of California: Clarkson Dye, San Francisco; Carlotta P. Ebbett, 408 Clay St., San Francisco.

Colorado:

Colorado Mathematical Society: Ira M. De Long, Boulder; Grace H. Shae-Smith, 1130 York St., Denver; Denver, November, 1918.

Colorado Teachers' Association: J. A. Saxon, Sterling; H. B. Smith, 222 Century Building, Denver.

Connecticut:

Connecticut Arts Association: Edwin M. Roberts, Glastonbury; William L. Hagen, New Britain; New Haven, October, 1918.

Connecticut Business Educators' Association: Frank G. Meredith, Meriden; Frances E. Ives, New Haven High School, New Haven.

Connecticut Council of Education: Arthur T. Hadley, New Haven; Henry A. Tirrell, Norwich.

Connecticut Home Economics Association: Orissa M. Baxter, 57 Farmington Ave., Hartford; Myra Hunt, South Manchester; Hartford or New Haven, probably October, 1918.

Connecticut Schoolmasters' Club: Winthrop Buck, Wethersfield; Karl A. Reiche, Bristol; Hartford, February, 1919.

Connecticut State Supervisors' Association: William H. Bliss, Chestnut Hill; C. E. Wheeler, New London.

Connecticut State Teachers' Association: Clement C. Hyde, Hartford; S. P. Willard, Colchester; Hartford, New Haven, Norwalk, Norwich, October 23, 1918.

Connecticut State Teachers' League: Elizabeth J. Cairns, 19 Atwood St., Hartford; Sarah E. Clark, 20 Atwood St., Hartford; Hartford, New Haven, October 25, 1918.

Connecticut Superintendents' Association of Public Schools: S. J. Slawson, Bridgeport; E. J. Graham, Norwich; Bridgeport, February, 1919.

Connecticut Trade Educators' Association: F. J. Trinder, Capitol, Hartford; E. D. Packard, New Britain; Putnam, September 20, 1918.

District of Columbia:

Federal Schoolmen's Club: Louis D. Bliss, Bliss Electrical School, North Takoma Park, Md.; A. W. Miller, Central High School, Washington.

High School Teachers' Association: Miss M. H. Brewer, The Woodley, Washington; Dorothea F. Sherman, Western High School, Washington.

Principals' Association of the Graded White Schools: Adelaide Davis, Seward Apartment, Washington; Mary A. Dilger, 1211 Euclid St. N.W., Washington.

School Club: G. D. Houston, 1754 T St. N.W., Washington; H. G. Douglass, 216 A St. N.E., Washington.

Florida:

Florida Educational Association: George W. Tedder, Madison; R. L. Turner, Inverness; Fort Myers, December 26-28, 1918.

Florida History Teachers' Association: Caroline M. Bravard, Tallahassee; Essie May Williams, 209 West Ashley St., Jacksonville; Gainesville, December 27-28, 1918.

Georgia:

Georgia County School Officials' Association: M. L. Brittain, Atlanta; M. L. Duggan, Atlanta.

Georgia Educational Association: Walter P. Thomas, West Point; Kyle T. Alfriend, Milledgeville; Macon, April, 1919.

Georgia State High School Association: Joseph S. Stewart, University of Georgia, Athens; W. P. Thomas, West Point; Athens, June, 1918.

Georgia State Teachers' Association: W. D. Thomas, Savannah; S. K. Floyd, Augusta; Augusta, November 29-30, 1918.

Idaho:

Idaho State Teachers' Association: O. O. Young, Boise; Ivy M. Wilson, 1509 State St., Boise; Boise, December 26-29, 1918.

Illinois:

Association of Primary Supervisors and Directors of City Training Schools: Edna Keith, Joliet.

Federation of Illinois Colleges: Walter D. Agnew, Abingdon; H. E. Griffith, Knox College, Galesburg; Eureka, April 25-29, 1919.

High School Conference, University of Illinois: Chairman of Conference Committee, Horace A. Hollister, University of Illinois, Urbana; Urbana, November 21-23, 1918.

Illinois Association of Teachers of English: A. F. Trams, Pontiac; E. C. Baldwin, University of Illinois, Urbana; Urbana, November 20, 1918.

Illinois City Superintendents' Association: G. P. Randall, Danville; I. M. Allen, Springfield; Decatur, November, 1918.

Illinois Manual Arts Association: A. G. Hill, Rock Island; F. O. Edwards, 600 Leland Annex, Springfield; Rock Island, February, 1919.

Illinois Montessori Association: Mrs. Walter E. Clark, 1220 East 57th St., Chicago; Dorothy Sears, Kenilworth.

Illinois State Music Teachers' Association: Harry R. Detweiler, Aurora; Herbert O. Merry, Lincoln; May, 1919.

Illinois State School Board Association: R. C. Augustine, 143 North Water St., Decatur; Mrs. G. A. Stover, 710 South Elmwood Ave., Oak Park; Decatur, November, 1918.

Illinois State Teachers' Association: George D. Wham, Carbondale; Robert C. Moore, Carlinville; Springfield, December 26-28, 1918.

Schoolmasters' Club of Illinois: W. P. Morgan, Macomb; Anthony Middleton, Peoria; October, 1918.

Indiana:

Association of Indiana Industrial Teachers: Paul Covert, Indianapolis; Hubert W. Roberts, Anderson. Indiana Association of Psychology and Education: H. L. Smith, Bloomington; Flora Wilber, Fort Wayne; Indianapolis, November, 1918.

Indiana Association of Science and Mathematics Teachers: Edwin W. Morrison, Richmond; James E. Weyant, 336 North Audubon St., Indianapolis; October, 1919, with Indiana State Teachers' Association.

Indiana Association of Teachers of English: Mrs. R. M. Mikels, Indianapolis; Harriet McClellan, 621 Massachusetts Ave. N.E., Washington, D. C.; Indianapolis, October 31, 1918.

Indiana City and Town Superintendents' Association: C. V. Haworth, Kokomo; C. P. Kellar, Brazil; Indianapolis, January 10-11, 1919.

Indiana City Superintendents' Research Club: C. V. Haworth, Kokomo; E. J. Llewellyn, Newcastle; Kokomo, January 2, 1919.

Indiana College Teachers of German: A. D. Charles, Richmond; M. D. Baumgartner, Butler College, Indianapolis; Athens, October, 1918.

Indiana History Teachers' Association: Beverley W. Bond, Jr., Purdue University, Lafayette; D. H. Eisenberry, Muncie.

Indiana Home Economics Association: Mary L. Matthews, Purdue University, Lafayette; Alma L. Garvin, Purdue University, Lafayette; Lafayette, January, 16, 1919.

Indiana Music Teachers' Association: R. G. McCutchan, DePauw University, Greencastle; Glenn M. Tindall, Kokomo; Kokomo, March or April, 1919.

Indiana—Continued.

- Indiana State Teachers' Association: Horace Ellis, Indianapolis; Harriet McClellan, 621 Massachusetts Ave. N.E., Washington, D. C.; October, 1919.
 Indiana University, Conference on Educational Measurements (under direction of Bureau of Cooperative Research, Indiana University, Bloomington): Meeting, Bloomington, Ind., probably April 17-18, 1919.

Iowa:

- Iowa Association of Mathematics Teachers: E. F. Watson, Parsons College, Fairfield; Ira S. Condit, Iowa State Teachers' College, Cedar Falls; Des Moines, November 1-3, 1918.
 Iowa Association of Science Teachers: F. E. Goodell, University High School, Iowa City; Frances Church, East High School, Des Moines; Des Moines, October 31-November 1, 1918.
 Iowa Association of Teachers of English: W. A. Brindley, Fort Dodge; Charles F. Pye, Des Moines; Des Moines, November 1, 1918.
 Iowa College Presidents' Association: J. H. T. Main, Grinnell; J. H. Campbell, Simpson College, Indianola; Des Moines, September 16, 1918.
 Iowa Home Economics Association: Vice-president, Mary Haight, Cedar Rapids; Genevieve Fisher, Iowa State College, Ames; Des Moines, November, 1918.
 Iowa Society of Social Science Teachers: Charles M. Meyerholz, Teachers' College, Cedar Falls; Martha Hutchinson, 2912 University Ave., Des Moines; Des Moines, November 1-2, 1918.
 Iowa State Federation of Teachers' Clubs: Jacob C. Grason, Council Bluffs; Gertrude G. Jenne, Davenport; Des Moines, November 8, 1918.
 Iowa State Teachers' Association: M. G. Clark, Sioux City; Charles F. Pye, Des Moines; Des Moines, October 31-November 2, 1918.

Kansas:

- Golden Belt Educational Association: S. L. Soper, Ellis.
 Kansas Association of Mathematics Teachers: Secretary, J. A. G. Shirk, Pittsburg; probably February, 1919.
 Kansas Association of Superintendents of Cities of First and Second Class: H. B. Wilson, Berkeley, Cal.; Charles A. Wagner, Topeka; Topeka, September, 1918.
 Kansas Association of Teachers of English: Carmie S. Wolfe, 1300 Garfield St., Topeka; Charlotte M. Leavitt, Washburn College, Topeka; Topeka, Salina, Wichita, Pittsburg, and Kansas City, November 7-8, 1918.
 Kansas History Teachers' Association: Mary A. Whitney, State Normal School, Emporia; Marian Wood, Lawrence; Topeka, November, 1918.
 Kansas Manual Arts Association: W. L. Friley, Independence; W. B. Miller, Lawrence; Topeka, Pittsburg, Wichita, and Salina, November 6-7, 1918.
 Kansas State Domestic Science Association: President, Elizabeth Agurn, Hays Normal School, Hays.
 Kansas State Kindergarten Association: Anne Bingham, Emporia; Ruth Scott, Enterprise; Topeka, November 7-9, 1918.
 Kansas State Teachers' Association: J. O. Hall, Hutchinson; F. L. Pinet, Topeka; Topeka, Pittsburg, Wichita, and Salina, November 7-9, 1918.

Kentucky:

- Association of Kentucky Colleges and Universities: F. L. McVey, Lexington; Frank L. Ratney, Danville; Lexington, December 7, 1918.
 Kentucky Educational Association: Orville Stivers, Louisville; R. E. Williams, Louisville; Louisville, April, 1919.
 Kentucky Home Economics Association: Bertha H. Tarrant, 618 Floral Terrace, Louisville; Elsie Speck, Paducah.
 Kentucky Music Teachers' Association: Anna C. Goff, Lexington; Flora M. Bertelle, 731 Fourth Ave., Louisville; Louisville.

Louisiana:

- Louisiana Conference of Parish School Board Members and Superintendents: T. H. Harris, Baton Rouge; J. H. Bres, Port Allen.
 Louisiana Council of Education: A. B. Dinwiddie, Station 20, New Orleans; O. C. Huckaby, Baton Rouge.
 Louisiana State Association of English Teachers: A. G. Reed, Baton Rouge; Mary M. Elmore, Alexandria; New Orleans, April, 1919.
 Louisiana Teachers' Association: A. J. Caldwell, Shreveport; L. J. Alleman, Lafayette; New Orleans, April, 1919.

Maine:

- Maine Council of Teachers of English: William H. Coleman, Lewiston; Edna M. Cornforth, Auburn; Portland, October, 1918.
 Maine Teachers' Association: Bertram E. Packard, Camden; Glenn W. Starkey, Augusta.

Maryland:

- Maryland Council of Teachers of English: W. H. Wilcox, 6235 York Road, Baltimore; Andrew H. Krug, Baltimore City College, Baltimore; Baltimore, Thanksgiving week, 1918.
 Maryland High School Teachers' Association: Charles G. Myers, Rockville; John L. Sigmund, Frederick; Baltimore.
 Maryland History Teachers' Association: J. H. Latané, Johns Hopkins University, Baltimore; Laura J. Cairnes, 1216 West Fayette St., Baltimore.
 Maryland State Teachers' Association: Nicholas Orem, Easton; Hugh W. Caldwell, Chesapeake City; Baltimore, November 29-30, 1918.

Massachusetts:

- Association of Principals and Teachers of Massachusetts State Normal Schools: President, John G. Thompson, Fitchburg; Miss M. H. Bishop, 28 Windsor St., Worcester.
 Harvard Teachers' Association: William B. Snow, English High School, Boston; Henry W. Holmes, Harvard University, Cambridge; Cambridge, March, 1919.
 High School Masters' Club of Massachusetts: Charles T. Woodbury, Fitchburg; John W. Hutchins, High School, Malden; Boston, March, 1919.
 Massachusetts Association of School Superintendents: Clarence H. Dempsey, Haverhill; Frank C. Johnson, Ayer; probably Boston, fall, 1918.
 Massachusetts Public School Janitors' Association: Charles H. Evers, Worcester; Wallace C. Tilton, New Bedford; Springfield, July, 1919.
 Massachusetts Schoolmasters' Club: Payson Smith, State House, Boston; Leonard M. Patton, Milton; Boston, probably October 19, 1918.
 Massachusetts Teachers' Association: J. F. McDuffee, Springfield; B. C. Merry, Needham; Boston, October, 1918.
 Massachusetts Teachers' Federation: Henry H. Harris, Lowell; Ernst Makechnie, West Somerville; Cambridge, October 19, 1918.
 Tufts College Teachers' Association: Charles W. Parmenter, Cambridge; Edwin A. Shaw, West Somerville; Tufts College, October, 1918.

Michigan:

- Michigan Association of School Superintendents and School Board Members: J. W. Sexton, Lansing; H. C. Daley, 131 Elmhurst Ave., Detroit; Ann Arbor, Spring, 1919.
 Michigan Home Economics Association: Georgia L. White, East Lansing; Alice Cimner, Battle Creek; Detroit, October 30-November 1, 1918.
 Michigan Industrial Arts and Science Association: Albert Holms, Kalamazoo; Walter Wheeler, Kalamazoo; Kalamazoo, October, 1918.
 Michigan Schoolmasters' Club: E. O. Marsh, Jackson; Louis P. Jocelyn, 545 South Division St., Ann Arbor; Ann Arbor, March, 1919.
 Michigan State Federation of Teachers' Clubs: Edwin L. Miller, Detroit; Lila M. Fyan, Northeastern High School, Detroit; Detroit, October 31-November 1, 1918.
 Michigan State Teachers' Association: H. H. Lowry, Ionia; John P. Everett, 903 West South St., Kalamazoo; Detroit, October 31-November 1, 1918.
 Upper Peninsula Educational Association: H. D. Lee, Hancock; Gilbert L. Brown, Marquette; Marquette, October 9-11, 1918.

Minnesota:

- Minnesota Educational Association: E. A. Freeman, Grand Rapids; W. H. Shephard, North High School, Minneapolis.
 Minnesota Educational Association of School Board Members: Mrs. H. Witherstine, Rochester; W. J. Rashleigh, Aurora; St. Paul or Minneapolis, 1918.
 Minnesota Home Economics Association: Leila Gerry, 2119 Russell Ave., Minneapolis; Lucy E. Von Rohr, Hotel Hastings, Minneapolis.
 Minnesota Music Teachers' Association: G. H. Fairclough, 802 Pittsburgh Building, St. Paul; John A. Jaeger, 1648 Blair St., St. Paul; June 24-26, 1919.
 Scandinavian Language Teachers' Association of Twin Cities: Victor L. Erickson, 3328 16th Ave., South, Minneapolis; Inga Bredezen, 307 West 15th St., Minneapolis; September 28, 1918.

Mississippi:

- Mississippi Classical Association: Lucile Scott, Yazoo City; Clara Stokes, Gloster; Jackson, April 26, 1919.
 Mississippi Teachers' Association: H. B. Heidelberg, Clarksdale; H. L. McCleskey, Hattiesburg; May, 1919.

Missouri:

- Missouri College Union: A. Ross Hill, Columbia; T. Berry Smith, Fayette; Columbia, November 5-6, 1918.
 Missouri Negro Teachers' Association: R. H. Cole, 4210 West Belle Place, St. Louis; C. G. Williams, Boonville; St. Louis, November 7-9, 1918.
 Missouri Society of Teachers of English: V. C. Coulter, Warrensburg; Dorothy Kaucher, Central High School, St. Joseph; St. Louis, November 8, 1918.
 Missouri Society of Teachers of History and Government: W. S. Harmon, Westport High School, Kansas City; J. E. Wrench, 1104 Hudson Ave., Columbia; St. Louis, November, 1918.
 Missouri Society of Teachers of Mathematics and Science: O. M. Stewart, Columbia; B. F. Finkel, Springfield; St. Louis, November 7-9, 1918.
 Missouri State Teachers' Association: Miss T. C. Gecks, Board of Education, St. Louis; E. M. Carter, Columbia; St. Louis, November 7-9, 1918.

Montana:

- Montana State Council of English Teachers: B. E. Millikin, Butte; F. J. Parkin, Bozeman.
 Montana State Teachers' Association: J. E. Monroe, Dillon; H. H. Swain, Helena; Helena, November 25-27, 1918.

Nebraska:

- Nebraska History Teachers' Association: J. G. W. Lewis, Wayne; Clark E. Persinger, Table Rock; Omaha, November 6-7, 1918.
 Nebraska Home Economics Association: Mrs. H. G. Gramlich, Lincoln; Maud Wilson, University Farm, Lincoln; Lincoln, January, 1919.
 Nebraska Schoolmasters' Club: J. F. Beveridge, Omaha; H. E. Bradford, State Farm School, Lincoln; Lincoln, October, 1918.
 Nebraska State Teachers' Association: F. M. Gregg, Peru; H. O. Sutton, Kearney; Omaha, December 26-28, 1918.
 Nebraska Woman's Education Association: Etta Smith, 6118 Florence Blvd., Omaha; Omaha, Margaret Delpsch, Comenius School, Omaha; November, 1918.

Nevada:

- Nevada State Educational Association: B. D. Billingham, Reno; Maude Frazier, Goldfield; Reno, December, 1918.

New Hampshire:

- New Hampshire Practical Arts Club: L. E. Ryder, Manchester; Josephine Emery, Laconia; with New Hampshire State Teachers' Association.
 New Hampshire State Kindergarten Association: Mabel Currier, Portsmouth; Helen Gibbs, Concord; Concord, October, 1918.
 New Hampshire State Teachers' Association: F. V. Landman, Wolfeboro; Inez Vaughan, Keene; Concord, October 18, 1918.

New Jersey:

- Alliance of New Jersey Women Teachers: Elizabeth A. Allen, 70 Hudson St., Hoboken; Mrs. Caroline B. Lowe, 171 Jefferson St., Passaic.
 Association of Teachers of English of New Jersey: Charles G. Osgood, Princeton; L. E. French, High School, Atlantic City; November 16, 1918.
 Council of Education of the State of New Jersey: Don C. Bliss, Montclair; J. Howard Hulsart, Dover; probably Newark, October 25-26, 1918.
 New Jersey Science Teachers' Association: Earl Eastman, High School, Atlantic City; Carl J. Hunkins, South Side High School, Newark; probably October, 1918.
 New Jersey State Teachers' Association: Henry M. Cressman, Egg Harbor City; H. J. Neal, Phillipsburg; Atlantic City, December 26-28, 1918.
 Vocational Arts Association of New Jersey: Hugo B. Froehlich, Newark; James E. Gaffney, Atlantic City.

New Mexico:

- New Mexico Association for Science: John D. Clark, Albuquerque; L. A. Higley, State College; Albuquerque, November 25-27, 1918.
 New Mexico Educational Association: Isabel Lancaster Eckles, Silver City; John Milne, Albuquerque; Albuquerque, November 25-27, 1918.

New York:

- Agricultural Teachers and Principals' Association: H. B. Allen, Westfield; Garland A. Bricker, Syracuse University, Syracuse; Syracuse, December 26-27, 1918.
 Associated Academic Principals: Harry W. Rockwell, Pelham Manor; Edward P. Smith, North Tonawanda; Syracuse, December 26-28, 1918.

New York—Continued.

- Association of Colleges in the State of New York: Booths C. Davis, Alfred; Augustus S. Downing, Education Building, Albany; Albany.
- New York State Association of District Superintendents: George H. Covey, Katonah; Cora V. Lutton, Albany; Schenectady, November, 1918.
- New York State Association of English Teachers: A. B. Sias, Rochester; Edwin B. Richards, Central High School, Syracuse; Albany, November 27-28, 1918.
- New York State Council of City School Superintendents: S. R. Shear, Poughkeepsie; George M. Elmen-dorf, Herkimer; Binghamton, October, 1918.
- New York State Council of Elementary School Principals and Teachers: Nathaniel G. West, Rochester; Mary L. Ludwig, 502 Hickory Street, Buffalo; Albany, November 25-27, 1918.
- New York State History Teachers' Association: Edward P. Smith, North Tonawanda; Clarence L. Hewitt, Central High School, Syracuse; Albany, November 24, 1917.
- New York State Modern Language Association: J. B. E. Jonas, DeWitt Clinton High School, New York City; Arthur G. Host, Troy High School, Troy; Albany, November 26-27, 1918.
- New York State School Hygiene Association: Lawrence S. Hill, 815 Myrtle Ave., Albany; Edith Walker, Board of Education, Albany; Binghamton, November 25-27, 1918.
- New York State Science Teachers' Association: Harry A. Carpenter, Chevy Chase, D. C.; Edward E. Ford, West High School, Rochester; Albany, November 25-27, 1918.
- New York State Teachers' Association: H. S. Weet, Rochester; Richard A. Searing, North Tonawanda; Albany, November 25-27, 1918.

North Carolina:

- Modern Language Association of North Carolina: Hinda Hill, State Normal College, Greensboro; Annie Beam, Shelby; Raleigh, November 23, 1918.
- North Carolina Association of City Superintendents: Harry Harding, Charlotte; Roy Taylor, Greenville; Raleigh, November, 1918.
- North Carolina Association of Geography Teachers: President, Collier Cobb, Chapel Hill.
- North Carolina Sunday School Association: G. T. Stephenson, Winston-Salem; J. Walter Long, Greensboro; Greensboro, November, 1918.
- North Carolina Teachers' Assembly: N. W. Walker, Chapel Hill; E. E. Sams, Raleigh.

North Dakota:

- City Superintendents' Association of North Dakota: P. S. Berg, Dickinson; Nelson Sauvain, Devils Lake; Minot, November 4-5, 1918.
- North Dakota Association of English Teachers: Julia McDonough, Minot; Hilda Taylor, Jamestown; Minot, October, 1918, with the North Dakota Educational Association.
- North Dakota Council of Geography Teachers: Jesse E. Switzer, Valley City; Huldah L. Winsted, State Normal School, Minot; Minot, November, 1918.
- North Dakota Educational Association: R. M. Black, Ellendale; W. E. Parsons, Bismarck; Minot, November 6-8, 1918.

Ohio:

- Association of Ohio Teachers of Mathematics and Science: J. D. Beldt, Dayton; H. M. Beatty, High School, Newark; Columbus, April, 1919.
- Conference of Ohio College Presidents and Deans: Parke R. Kolbe, Akron; Mary I. Park, Heidelberg University, Tiffin.
- Ohio Association of English Teachers: C. E. Thomas, 1924 Delaware Avenue, Norwood; Ethel M. Parmenter, East Technical High School, Cleveland; Columbus, Christmas holidays, 1918.
- Ohio College Association: C. W. Chamberlain, Denison University, Granville; T. B. Birch, Wittenberg College, Springfield; Columbus, April 18-19, 1919.
- Ohio History Teachers' Association: Kenneth S. Latourette, Granville; Carl Wittke, Ohio State University, Columbus.
- Ohio Home Economics Teachers' Association: Mary Parker, Cleveland; Mary Tough, Ohio University, Athens; Columbus, November, 1918.
- Ohio Industrial Arts Teachers' Association: J. W. Moyer, Sandusky; Roy Jenkins, Wapakoneta; Columbus, December 25, 1918-January 1, 1919.
- Ohio School Improvement Federation: F. A. Derthick, Mantua; W. N. Beetham, Wellsburg, W. Va.; Columbus, Christmas holidays, 1918.
- Ohio Society of College and University Teachers of Education: Edward A. Miller, Oberlin College, Oberlin; Arthur R. Mead, Ohio Wesleyan University, Delaware; Columbus, Easter, 1919.
- Ohio State Association of School Board Members: E. G. Ingleson, Avon Lake; W. J. Knight, Urbana; Columbus, February, 1919.
- Ohio State Teachers' Association: A. C. Eldredge, Cleveland; F. E. Reynolds, Wapakoneta; Columbus, December 26-28, 1918.

Oklahoma:

- Oklahoma Council of Teachers of English: F. C. Oakes, Edmond; Nellie J. McFerron, Ardmore; Oklahoma City, November 28, 1918.
- Oklahoma Educational Association: B. F. Nihart, Oklahoma City; Mary D. Couch, Oklahoma City; Oklahoma City, November 28-30, 1918.
- Oklahoma History Teachers' Association: E. E. Dale, Norman; C. W. Turner, Oklahoma City; Oklahoma City, November 27-30, 1918.
- Oklahoma Home Economics Association: Miss Kimball, Tulsa; Harriet Hopkins, Norman; Oklahoma City, November 29-30, 1918.

Oregon:

- Oregon Council of Teachers of English: Mary H. Perkins, University of Oregon, Eugene; Ross B. Parrott, Oregon Normal School, Monmouth; Portland, December 27-28, 1918.
- Oregon Science and Mathematics Teachers' Association: F. L. Griffin, Portland; E. L. Kessel, University of Oregon, Eugene; Portland, December 26-28, 1918.
- Oregon State Teachers' Association: H. D. Sheldon, Eugene; E. D. Bessler, Corvallis; Portland, December 30, 1918-January 1, 1919.

Pennsylvania:

- Association of School Board Secretaries of Pennsylvania: W. T. Norton, McKeesport; C. M. Piper, Altoona; Harrisburg, February 5, 1919.
- Pennsylvania Schoolmasters' Club: H. W. Golden, Pittsburgh; Charles W. Shaffer, Wilmerding; Pittsburgh.
- Pennsylvania State Educational Association: S. E. Weber, Scranton; J. P. McCaskey, Lancaster; Harrisburg, December 29, 1918-January 1, 1919.
- Pennsylvania State School Directors' Association: W. G. Davis, McKeesport; D. D. Hammelbaugh, 121-123 Chestnut St., Harrisburg; Harrisburg, February 6-7, 1919.
- Public Education and Child Labor Association of Pennsylvania, 1015 Witherspoon Building, Philadelphia: Franklin N. Brewer; B. M. Watson.

Rhode Island:

Rhode Island History Teachers' Association: John C. Swift, Providence; A. Howard Williamson, 5 Judkins St., Rumford; Providence, probably October 19, 1918.
 Rhode Island Institute of Instruction: John L. Alger, Providence; M. Davitt Carroll, 78 Beaufort St., Providence; Spring, 1919.

South Carolina:

Association of Colleges of South Carolina: H. N. Snyder, Wofford College, Spartanburg; L. T. Baker, University of South Carolina, Columbia; Columbia, March, 1919.
 South Carolina Association of Elementary Schools: Lottie Olney, Charleston; Mrs. John Hargrave, Dillon.
 South Carolina Home Economics Association: Mary B. McGowan, Commercial Club, Nashville, Tenn.; Lois C. Erwin, Spartanburg.
 South Carolina School Improvement Association: Madeleine Spigener, Columbia; Mary Eva Hite, Batesburg; Columbia, probably April 15, 1919.
 South Carolina State Colored Teachers' Association: R. S. Wilkinson, Orangeburg; I. M. A. Myers, Manning; Orangeburg, July, 1919.
 South Carolina State Teachers' Association: J. P. Kinard, Rock Hill; R. C. Burts, Rock Hill; March, 1919.

South Dakota:

South Dakota Commercial Teachers' Association: P. A. Cooley, Mitchell; Etha Burnham, Aberdeen; Mitchell, November 25-27, 1918.
 South Dakota Educational Association: Harry M. Gage, Huron; A. H. Seymour, Aberdeen; Mitchell, November 25-27, 1918.
 South Dakota History Teacher's Association: Bruce McVay, De Smet; Edwin Ott, 812 South Prairie Ave., Sioux Falls; Mitchell, November 27-29, 1918.

Tennessee:

Tennessee History Teachers' Association: A. Max Souby, Murfreesboro; Mabel Jones, 1713 Hayes St., Nashville.
 Tennessee State Public School Officers' Association: J. M. Hatfield, Cookeville; Claude J. Bell, Nashville; Nashville, January 14-16, 1919.
 Tennessee State Teachers' Association: E. L. Jones, Murfreesboro; Perry L. Harned, Clarksville.

Texas:

Conference for Education in Texas: President, Pat M. Naff, Waco; Ft. Worth, November, 1918.
 Home Economics Association of Texas: Grace Berry Smith, San Marcos; Miss Palmer R. Ellsberry, Dallas; Dallas, November, 1918.
 Texas State Teachers' Association: W. B. Bizzell, College Station; R. T. Ellis, 2038 Lipscomb St., Fort Worth; Dallas, November 28-30, 1918.
 Texas State Teachers' Association (colored): C. F. Carr, Palestine; T. K. Price, Mexia; Palestine, November 28-30, 1918.

Utah:

Utah Educational Association: John A. Whitsoe, University of Utah, Salt Lake City; J. Challen Smith, 908 Lake St., Salt Lake City; Salt Lake City, January 1-3, 1919.
 Utah Home Economics Association: Alice Ravenhill, Logan; Hortense White, Logan; Salt Lake City.

Vermont:

Vermont Schoolmasters' Club: President, S. C. Hutchinson, Montpelier.
 Vermont State Teachers' Association: Margaret Kelley, Derby; Florence Wellman, Brattleboro; Montpelier, November 6-8, 1918.
 Vermont Women Teachers' Club: Elizabeth Isham, Burlington; Ella Ferdin, Castleton; Montpelier, October, 1918.

Virginia:

Association of Virginia Colleges: J. A. Morehead, Salem; Charles G. Maphis, University; Richmond, February, 1919.
 Cooperative Education Association of Virginia: Mrs. B. B. Munford, 503 East Grace St., Richmond; J. H. Montgomery, Davis Building, Richmond; Richmond, November, 1918.
 Public School Teachers Association of Virginia: F. T. Briggs, Portsmouth; M. F. McGehee, Keyesville; Richmond, November, 1918.
 State Educational Conference: J. A. C. Hurt, Wytheville; H. S. Hooks, Roanoke; Radford, March, 1919.
 Virginia Association of Colleges and Schools for Girls: Mrs. May Willis, Chatham; Mary S. Gammon, 1110 Capitol St., Richmond; Richmond.
 Virginia English Teachers' Association: R. E. Blackwell, Ashland; James M. Grainger, State Normal School, Farmville; Richmond, November 28-30, 1918.
 Virginia Society for the Study of Education: J. P. McConnell, East Radford; R. T. Kerlin, Lexington; Richmond, November 27-28, 1918.
 Virginia State Primary Teachers' Association: Blanche Bullfant, East Radford; Julia Ingles, Radford; Richmond, about November 30, 1918.
 Virginia State Teachers' Association: J. A. C. Chandler, Richmond; W. C. Blakey, Richmond; Richmond, Thanksgiving week, 1918.

Washington:

Puget Sound English Masters' Club: G. W. Saunderson, Lincoln High School, Seattle; E. H. Butler, Washington School, Tacoma; probably Tacoma, November, 1918.
 Puget Sound Schoolmasters' Club: W. Q. Osborn, Tacoma; Frank Farrar, 6726 24th Ave., N. W., Seattle; Tacoma, probably November 16, 1918.
 Washington Educational Association: Almira George, Seattle; O. C. Whitney, 818 North Adams St., Tacoma.
 Washington State Home Economics Association: Anna Post, Tacoma; Agnes Allen, Tacoma.

West Virginia:

Vocational Teachers' Association of West Virginia: W. G. Carpenter, Wheeling; W. W. Keylor, Wheeling; Wheeling, November 27-30, 1918.
 West Virginia Council of Teachers of English: Walter Barnes, Fairmont; Mary M. Atkeson, Morgantown; October, 1918.
 West Virginia Education Association: Waitman Barbe, Morgantown; H. W. McDowell, Moundsville; Wheeling, November 27-29, 1918.
 West Virginia History Teachers' Association: J. H. Thornton, Charleston; Dora L. Newman, Fairmont; Wheeling, Thanksgiving week, 1918.
 West Virginia Home Economics and Manual Arts Association: Rachel H. Colwell, West Virginia University, Morgantown; Nellie Woods, Shepherd College, Shepherdstown.
 West Virginia State Teachers' Association: A. W. Curtis, Institute; C. Ruth Campbell, Institute; Huntington, November 28-29, 1918.

Wisconsin:

- Wisconsin Agricultural Education Association: John James, Madison; Warren W. Clark, River Falls; Madison.
- Wisconsin Association of Mathematics Teachers: I. N. Warner, Platteville; Walter W. Hart, University of Wisconsin, Madison; Milwaukee.
- Wisconsin Association of Modern Foreign Language Teachers: Barry Cerf, Madison; J. D. Deihl, 2137 Keyes Ave., Madison.
- Wisconsin Association of Vocational School Directors: E. E. Gunn, Jr., Green Bay; A. R. Graham, Racine; Milwaukee, November 2-3, 1918.
- Wisconsin History Teachers' Association: William H. Cheever, Milwaukee Normal School, Milwaukee; Amelia C. Ford, Milwaukee-Downer College, Milwaukee; Milwaukee, November 7-8, 1918.
- Wisconsin Music Teachers' Association: Charles H. Mills, University of Wisconsin, Madison; Ella Pink, Milwaukee; Madison, May, 1919.
- Wisconsin Physical Education Society: Walter Wittich, La Crosse; Robert Nohr, La Crosse Normal School, La Crosse; Milwaukee, November 7-9, 1918.
- Wisconsin Superintendents' and Supervising Principals' Association: P. J. Zimmers, Manitowoc; F. P. Young, Appleton; Madison, October 4-5, 1918.
- Wisconsin Teachers' Association: M. N. Melver, Oshkosh; M. A. Bussewitz, 435 Kenwood Boulevard, Milwaukee; Milwaukee, November 7-9, 1918.

Wyoming:

- Wyoming State Teachers' Association: Joseph E. Burch, Kemmerer; Mrs. Nellie L. Wales, Thermopolis; Lander, probably Thanksgiving week, 1918.

3. City.

- Association of Women Principals of Public Schools of New York City: Jessie B. Colburn, 8 West 103d St.; Loretto M. Rochester, 845 Lexington Ave.; September 30, 1918.
- Boston Principals' Association: Charles W. Parmenter, Cambridge; Joshua Q. Litchfield, Brookline.
- Boston Teachers' Club: Cora F. Bigelow, 36 Hancock St.; Caroline E. Nutter, 125 Lexington St., East Boston.
- Brooklyn Teachers' Association: Isabelle A. Ennis, Public School 27; Mary E. Hamilton, Public School 27.
- Chicago Principals' Club: Chester C. Dodge, 5 South Wabash Ave.; James E. McDade, 6 South Wabash Ave.; September 21, 1918.
- Chicago Teachers' Federation: Ida L. M. Fursman, 4465 North Kildare Ave.; Frances F. Harden, 1543 Sherwin Ave.; September 14, 1918.
- Cincinnati Schoolmasters' Club: Walter Peoples, 4631 Glenshade Ave.; M. R. McElroy, 6100 Prentice St.; September 14, 1918.
- Denver Teachers' Club: Alwyn C. Smith, 1130 York St.; Edith Weymouth, Hotel West.
- Detroit Teachers' Association: Rachel McKinney, 138 Stanton Ave.; Alice V. Guyst, 50 Broadway; September 30, 1918.
- Educational Society of Baltimore: Edward F. Buchner, Johns Hopkins University; Andrew J. Krug, Baltimore City College; October 9, 1918.
- Elementary Teachers' Association (Baltimore): Laura W. Manister, 600 18th St.; Nellie H. Cromwell, 430 North Carey St.; October 7, 1918.
- Federation of Teachers' Associations of the City of New York: John W. Rafferty, 1492 Pacific St., Brooklyn; Olive M. Jones, Public School 120.
- High School Teachers' Association of New York City: Clyde Jefford, Boys' High School, Brooklyn; Bertha R. Courtney, Long Island City.
- Interborough Association of Women Teachers (New York City): Grace C. Strachan-Forsythe, 1710 Avenue I, Brooklyn; Lillian I. Powers, 56 Macon St., Brooklyn; October, 1918.
- Los Angeles City Teachers' Club: Wilhelmina Van de Goorberg, 202 Trinity Bldg.; Zoe McClure, 4937 Lynn St.
- Los Angeles High School Teachers' Association: C. A. Wheeler; A. E. Couch.
- Louisville (Ky.) Educational Association: E. P. Chapin, Boys' High School; Elise Weibel, Emerson School.
- New Haven Teachers' League: Carolyn Merchant, 145 Lenox St.; Helen L. Gilbert, West Haven; September 23, 1918.
- New York Academy of Public Education: William L. Fetter, Girls' High School, Brooklyn; Samuel B. Heckman, College of the City of New York; November, 1918.
- New York City Association of Teachers of English: Dudley H. Miles, Evanier Childs High School; William P. Wharton, High School of Commerce.
- New York Montessori Association: Raymond P. Holden, 323 Riverside Drive; Ralph Albertson, 16 Horatio St.
- New York Schoolmasters' Club: Edward W. Stitt, 500 Park Ave.; Matthew D. Quinn, 101 East 92d St.; October 12, 1918.
- New York Society for the Experimental Study of Education: William E. Grady, Brooklyn; J. Carleton Bell, Brooklyn Training School for Teachers, Brooklyn.
- Oakland Teachers' Association: Philip M. Fisher, 431 Orange St.; Lulu A. Shelton, 549 62d St.
- Philadelphia Teachers' Association: J. Eugene Baker, 13th and Spring Garden St.; Emily M. Renshaw, 2321 Wharton St.; September 16, 1918.
- Pittsburgh Teachers' Association: Clara F. McMillen, 347 South Atlantic Ave.; Ida Gealey, 721 Whitney Ave., Wilkesburg, Pa.; September 10, 1918.
- Portland (Oreg.) Grade Teachers' Association: Harriet Thayer, 201 14th St.; Louise Kelly, 733 Washington St.; September 19, 1918.
- Public Education Association of Buffalo: Henry G. Breed, Jr., 111 Swan St.; William P. Haines, White Bldg.
- Public Education Association of Chicago: Allen B. Pond, 64 East Van Buren St.; Glen Edwards, 5486 Blackstone Ave.; May, 1919.
- Public Education Association of Philadelphia: Franklin N. Brewer, The Wanamaker Store; Jane R. Harper, acting, 1015 Witherspoon Building.
- Public Education Association of the City of New York: Charles P. Howland, 8 West 40th St.; Howard W. Nudd, 8 West 40th St.
- Public School Teachers' Association of Baltimore: Charles J. Koch, Madison and Lafayette Ave.; Minnie Daugherty, 637 West North Ave.; October 14, 1918.
- Public School Teachers' Association of Providence, R. I.: Frank A. Spratt, 276 Washington Ave.; Mary C. Dunn, 127 Vinton St.
- Richmond Teachers' League: Bessie P. Taylor; W. H. Magee, 714 Noble Ave.; October 25, 1918.
- San Francisco Grade Teachers' Association: Edna Cotrel, 3240 Clay St.; Kathryn Cooney, 1350 Washington St., December, 1918.
- Schoolmasters' Association of New York and Vicinity: Eugene C. Alder, Adelphi Academy, Brooklyn; Frank S. Hackett, Riverdale-on-Hudson, New York City; New York City, October 18, 1918.
- Schoolmen's Club of Philadelphia: Alfred V. Sayre, Southwark School; Walter G. McMullin, 1028 Filmore St.

Teachers' Council (New York City): William J. McAniffe, 2683 Briggs Ave.; Agnes M. Marshall, 541 Eastern Parkway, Brooklyn; September 20, 1918.
 Utica (New York) Teachers' Association: Bessie J. Rendell, 1517 Sunset Ave.; Luella J. Thomas, 423 Court St.; September, 1918.

XXXIX.—LEARNED AND CIVIC ORGANIZATIONS.

The following list shows, first, the name of the organization; second, the name and address of the president; third, the name and address of the secretary; fourth, the place and date of the next meeting.

- American Academy of Arts and Letters: William D. Howells, 347 Madison Ave., New York, N. Y.; Robert U. Johnson, 347 Madison Ave., New York, N. Y.; New York, N. Y., November 20, 1918.
 American Academy of Medicine: J. E. Tuckerman, 733 Osborne Building, Cleveland, Ohio; Thomas Wray Grayson, 52 North Fourth St., Easton, Pa.; Atlantic City, N. J., June 9-10, 1919.
 American Academy of Political and Social Science: Leo S. Rowe, University of Pennsylvania, Philadelphia, Pa.; J. P. Lichtenberger, 4024 Spruce St., Philadelphia, Pa.; Philadelphia, Pa., April, 1919.
 American Association for Labor Legislation: Samuel McCune Lindsay, Columbia University, New York, N. Y.; John B. Andrews, 131 East 23d St., New York, N. Y.; Cleveland, Ohio, December 26-28, 1918.
 American Association for the Advancement of Science: John Merle Coulter, University of Chicago, Chicago, Ill.; L. O. Howard, Smithsonian Institution, Washington, D. C.; Baltimore, Md., December 27-31, 1918.
 American Association for the Study and Prevention of Infant Mortality: Mrs. William L. Putnam, 49 Beacon St., Boston, Mass.; Gertrude B. Knipp, 1211 Cathedral St., Baltimore, Md.; Asheville, N. C., November 11-14, 1918.
 American Association of Museums: Vice-president, W. P. Wilson, Commercial Museum, Philadelphia, Pa.; Harold L. Madison, Park Museum, Providence, R. I.; about May 20, 1919.
 American Chemical Society: William H. Nichols, 25 Broad St., New York, N. Y.; Charles L. Parsons, Box 505, Washington, D. C.; Cleveland, Ohio, September 10-13, 1918.
 American Civic Association: J. Horace McFarland, Harrisburg, Pa.; E. E. Marshall, acting, 914 Union Trust Building, Washington, D. C.
 American Economic Association: Irving Fisher, New Haven, Conn.; Allyn A. Young, Cornell University, Ithaca, N. Y.; Cleveland, Ohio, December 28-31, 1918.
 American Forestry Association: Charles L. Pack, Lakewood, N. J.; Percival S. Ridsdale, 1410 H St., N. W., Washington, D. C.
 American Genetic Association: David Fairchild, Bureau of Plant Industry, U. S. Department of Agriculture, Washington, D. C.; George M. Rommel, Bureau of Animal Industry, U. S. Department of Agriculture, Washington, D. C.
 American Geographical Society: John Greenough, Broadway and 156th St., New York, N. Y.; Isaiah Bowman, Broadway and 156th St., New York, N. Y.; New York, N. Y., November 21, 1918.
 American Historical Association: William R. Thayer, Cambridge, Mass.; W. G. Leland, 1140 Woodward Building, Washington, D. C.; Cleveland, Ohio, probably December 30-31, 1918.
 American Institute of Social Service: Mornay Williams, Englewood, N. J.; Rudolph M. Binder, New York University, New York, N. Y.; New York, N. Y., October 15, 1918.
 American Library Association: W. W. Bishop, University of Michigan, Ann Arbor, Mich.; George B. Utley, 78 East Washington St., Chicago, Ill.
 American Mathematical Society: L. E. Dickson, 5535 University Ave., Chicago, Ill.; F. N. Cole, Columbia University, New York, N. Y.; Hanover, N. H., September 4-6, 1918.
 American Medical Association: Arthur D. Bevan, 122 South Michigan Blvd., Chicago, Ill.; Alexander R. Craig, 535 North Dearborn St., Chicago, Ill.; Atlantic City, N. J., probably June, 1919.
 American Philological Association: Frank F. Abbott, Princeton University, Princeton, N. J.; Clarence C. Bill, Western Reserve University, Cleveland, Ohio; New York, N. Y., December 26-28, 1918.
 American Philosophical Association: Mary W. Calkins, Wellesley College, Mass.; H. O. Overstreet, College of the City of New York, New York, N. Y.; December, 1918.
 American Philosophical Society: William B. Scott, Princeton, N. J.; I. Minis Hays, 104 South 5th St., Philadelphia, Pa.; Philadelphia, Pa., April, 1919.
 American Political Science Association: Henry J. Ford, Princeton University, Princeton, N. J.; Chester Lloyd Jones, University of Wisconsin, Madison, Wis.; Cleveland, Ohio, December 26-28, 1918.
 American Psychological Association: J. W. Baird, Worcester, Mass.; H. S. Langfeld, Harvard University, Cambridge, Mass.
 American Public Health Association: Charles J. Hastings, Municipal Building, Toronto, Canada; A. W. Hedrick, 126 Massachusetts Ave., Boston, Mass.; Chicago, Ill., October 14-17, 1918.
 American Social Hygiene Association: William H. Welch, Baltimore, Md.; Donald R. Hooker, Roland Park, Md.; probably Washington, D. C., October, 1918.
 American Social Science Association: George G. Battle, 37 Wall St., New York, N. Y.; James B. Townsend, 15 East 40th St., New York, N. Y.; New York, N. Y., January 19, 1919.
 American Society for Thrift: S. W. Straus, 150 Broadway, New York, N. Y.; Henry R. Dandel, 220 West 42d St., New York, N. Y.
 American Sociological Society: Charles H. Cooley, University of Michigan, Ann Arbor, Mich.; Scott E. W. Bedford, University of Chicago, Chicago, Ill.; Richmond, Va., December 27-28, 1918.
 American Statistical Association: Wesley C. Mitchell, 15 North Washington Square, New York, N. Y.; Robert E. Chaddock, Columbia University, New York, N. Y.; Cleveland, Ohio, December, 1918.
 Association of American Geographers: Nevin M. Fenneman, University of Cincinnati, Cincinnati, Ohio; O. L. Faegri, Baltimore, Md.; Baltimore, Md., December 30-31, 1918.
 Botanical Society of America: William Trelease, University of Illinois, Urbana, Ill.; J. R. Schramm, Cornell University, Ithaca, N. Y.; Baltimore, Md., December 27-31, 1918.
 Child Conservation League of America: Winfield S. Hall, Berwyn, Ill.; Mrs. Minnette C. Hair, Woman's Temple, Chicago, Ill.; Chicago, Ill., March 13, 1919.
 Geological Society of America: Whitman Cross, Washington, D. C.; Edmund Otis Hovey, American Museum of Natural History, New York, N. Y.; Baltimore, Md., December 27-30, 1918.
 Jewish Agricultural and Industrial Aid Society: Alfred Jaretski, 174 2d Ave., New York, N. Y.; Cyrus L. Sulzberger, 174 2d Ave., New York, N. Y.; New York, N. Y., February, 1919.
 Mathematical Association of America: E. V. Huntington, Harvard University, Cambridge, Mass.; W. D. Cairns, Oberlin, Ohio; Hanover, N. H., September 6-7, 1918.
 Modern Language Association of America: Edward C. Armstrong, Princeton University, Princeton, N. J.; William G. Howard, Harvard University, Cambridge, Mass.; Poughkeepsie, N. Y., December 26-28, 1918.
 National Academy of Sciences: Charles D. Walcott, Smithsonian Institution, Washington, D. C.; Arthur L. Day, Smithsonian Institution, Washington, D. C.; Baltimore, Md., November, 1918.

National Agricultural Society: Howard R. Smith, Chicago, Ill.; Robert Scoville, 2 West 48th St., New York, N. Y.; New York, N. Y., April, 1919.
 National Board for Historical Service: Secretary, Waldo G. Leland, 1123 Woodward Building, Washington, D. C.
 National Civic Federation: V. Everit Macy, 68 Broad St., New York, N. Y.; D. L. Cease, American Trust Building, Cleveland, Ohio.
 National Conference of Social Work: Julia Lathrop, Washington, D. C.; William T. Cross, 315 Plymouth Court, Chicago, Ill.; Atlantic City, N. J., May or June, 1919.
 National Economic League: William Howard Taft, New Haven, Conn.; J. W. Beatson, 6 Beacon St., Boston, Mass.
 National Efficiency Society, 119 West 40th St., New York, N. Y.; Melvil Dewey; Charles Dexter Allen.
 National Forward to Land League: T. N. Carver, Cambridge, Mass.; Haviland H. Lund, Hotel Albert, New York, N. Y.; New York, N. Y., November 1, 1918.
 National Geographic Society: Gilbert Grosvenor, Washington, D. C.; O. P. Austin, Hubbard Memorial Hall, Washington, D. C.; Washington, D. C., January 10, 1919.
 National Institute of Arts and Letters: Augustus Thomas, 60 East 56th St., New York, N. Y.; Ashley Thorndike, Columbia University, New York, N. Y.; New York, N. Y., November or December, 1918.
 National Institute of Social Sciences: Emory R. Johnson, University of Pennsylvania, Philadelphia, Pa.; Thomas P. Harris, 36th St. and Woodland Ave., Philadelphia, Pa.; New York, N. Y., January 17, 1919.
 National Municipal League: Lawson Purdy, 105 East 22d St., New York, N. Y.; Clinton R. Woodruff, 703 North American Building, Philadelphia, Pa.
 National Security League: Charles E. Lydecker, 2 Rector St., New York, N. Y.; Franklin Remington, 19 West 44th St., New York, N. Y.
 Pan American Society of the United States: John Bassett Moore, 267 West 73d St., New York, N. Y.; Harry E. Bard, 15 Broad St., New York, N. Y.; New York, N. Y., February 14, 1919.
 Society for the Promotion of Agricultural Science: Herbert Osborn, Ohio State University, Columbus, Ohio; C. P. Gillette, Fort Collins, Colo.; Washington, D. C., November 10-12, 1918.
 Southern Commercial Congress: Robert W. Bingham, Louisville, Ky.; Clarence J. Owens, Southern Building, Washington, D. C.; Washington, D. C., 1919.
 Southern Sociological Congress: Theodore D. Bratton, Jackson, Miss.; J. E. McCulloch, McLachlen Building, Washington, D. C.

XL.—STATE FEDERATION OF WOMEN'S CLUBS.

The officers of the General Federation of Women's Clubs (national organization) are: President, Mrs. Josiah Evans Cowles, 1101 West Adams St., Los Angeles, Cal.; secretary, Mrs. W. I. McFarland, Wagner, S. Dak.; manager bureau of information, Mrs. Mary I. Wood, Portsmouth, N. H.

Name.	President.	Secretary.	Meeting.
Alabama.....	Mrs. James R. Hagan, 200 St. Louis St., Mobile.	Mrs. W. C. Fritter, Dothan.	Huntsville, Nov., 1919
Arizona.....	Mrs. H. A. Guild, Phoenix.....	.....	.....
Arkansas.....	Mrs. H. C. Gibson, College and Conservatory, Little Rock.	.....	.....
California.....	Mrs. Herbert A. Cable, 1906 W. 42d Pl., Los Angeles.	Miss Anne Mumford, 623 Prospect Ave., Pasadena.	San Diego, May 12, 14, 15, 1919.
Colorado.....	Mrs. Adam Weiss, Del Norte....	Mrs. R. H. Bruce, Sterling..	Pueblo, Sept. 22-23, 1918.
Connecticut.....	Mrs. James R. Mason, 62 Atwater Ave., Derby.	Mrs. M. A. Card, 115 Edna Ave., Bridgeport.	Unknown, Oct., 1918.
Delaware.....	Mrs. A. D. Warner, 2104 Grant Ave., Wilmington.	Mrs. W. E. Doughlass, 1905 Monroe St., Wilmington.	May, 1919.
District of Columbia.....	Mrs. Court F. Wood, 311 E. Capitol St., Washington.	Mrs. Jason Waterman, 1807 Third St., N.E.	Washington, Oct. 23, 1918.
Florida.....	Mrs. Edgar Lewis, Fort Pierce..	Mrs. Hawkins, Brooksville.	Daytona, Nov. 12, 1918.
Georgia.....	Mrs. Nellie Peters Black, 519 Spring St., Atlanta.	Mrs. Price Gilbert, 37 E. 14th St., Atlanta.	Columbus, Nov. 12, 13, 14, 1918.
Idaho.....	Mrs. M. J. Sweeley, 325 8th Ave., North Twin Falls.	.....	.....
Illinois.....	Miss Jessie I. Spafford, 401 E. State St., Rockford.	Mrs. W. R. Hunter, Kankakee.	Unknown, May, 1919.
Indiana.....	Mrs. John Edward Moore, 902 W. Mulberry St., Kokomo.	Mrs. Emogene Taft-Seah, Muncie.	Indianapolis, Oct. 22-25, 1918.
Iowa.....	Mrs. John W. Watsak, 1407 Brady St., Davenport.	Mrs. F. F. Faville, 1119 6th Ave. North, Fort Dodge.	Ames, 3d week of May, 1919.
Kansas.....	Mrs. H. O. Garvey, 515 Buchanan St., Topeka.	Miss N. Herren, 410 Topeka Ave., Topeka.	April or May, 1919.
Kentucky.....	Mrs. LaVon Riker, Harrodsburg..	Mrs. John LaVon, Harrodsburg.	Next spring.
Louisiana.....	Mrs. A. F. Storm, Morgan City..	Mrs. W. B. Reed, Morgan City.	New Orleans, Nov. 14, 1918.
Maine.....	Mrs. Myrtle L. White, Presque Isle.	Mrs. Idella Cross, Presque Isle.	Not decided.
Maryland.....	Mrs. Francis Santerson, Walbrook.	Mrs. Albert P. Gove, Cecil Apartment, Baltimore.	Baltimore, April, 1919.
Massachusetts.....	Mrs. Herbert J. Gurney, 188 Warren Ave., Wollaston.	Miss Agnes L. Dodger, 265 Franklin St., Melrose Highlands.	Marlboro, Nov., 1918.
Michigan.....	Mrs. Albert E. Bulson, 1004 Francis St., Jackson.	Mrs. C. L. Thompson, 101 Houston Ave., Muskegon.	Battle Creek, Oct. 15-17, 1918.
Minnesota.....	Mrs. Geo. J. Allen, Rochester...	Mrs. Austin A. Kennedy, Rochester.	Winona, Sept. 24, 25, 26, 1918.

XL.—STATE FEDERATION OF WOMEN'S CLUBS—Continued.

Name.	President.	Secretary.	Meeting.
Mississippi.....	Mrs. B. F. Saunders, Swan Lake.	Mrs. N. Hawkins, Swan Lake.	Agricultural College, Nov. 19-23, 1918.
Missouri.....	Mrs. George A. Still, Kirksville..	Mrs. J. W. Parker, 4200 St. John Ave., Kansas City.	St. Louis, May, 1919.
Montana.....	Mrs. W. T. Perham, Glendive...	Mrs. E. F. Carey, Missoula.	Glendive, May or June, 1919.
Nebraska.....	Mrs. Addison E. Sheldon, Lincoln.	Mrs. B. Miller, North Bend.	Fairbury, Oct., 1918.
Nevada.....	Mrs. Pearis Buckner Ellis, 116 N. Carson St., Carson City.	Miss Rose Stewart, Carson City.	Elko, spring, 1919.
New Hampshire..	Mrs. A. H. Harriman, 778 Main St., Laconia.	Mrs. James S. Smith, Avery Court, Laconia.	May, 1919.
New Jersey.....	Mrs. John R. Schermerhorn, 11 Halsted Pl., East Orange.	Mrs. Frank A. Bailey, Laconia.	Atlantic City, May 8, 9, 10, 1919.
New Mexico.....	Mrs. C. E. Mason, Roswell.....	Mrs. S. L. Wilson, Raton..	Raton, Oct., 1918.
New York.....	Mrs. Geo. D. Hewett, Carthage..	Mrs. A. C. Bago, 251 W. 92d St., New York City.	New York City, Nov., 11-16, 1918.
North Carolina..	Mrs. Clarence A. Johnson, 109 N. Boylan Ave., Raleigh.	Mrs. Thomas Best, Edenton St., Raleigh.	Hendersonville, June, 1919.
North Dakota...	Mrs. H. G. Vick, Cavalier.....	Mrs. M. S. McBride, Cavalier.	Grand Forks, Oct. 15, 16, 17, 1918.
Ohio.....	Mrs. Prentice E. Rood, 738 Grove Pl., Toledo.	Mrs. William Harley Porter, 444 Kenilworth Ave., Toledo.	Coshocton, Oct. 14-18, 1918.
Oklahoma.....	Mrs. E. B. Lawson, Nowata....	Mrs. M. F. Earley, Muskogee.	Not decided.
Oregon.....	Mrs. Chas. H. Castner, Hood River.	Mrs. J. A. Pettit, 874 E. Taylor St., Portland.	Portland, Oct. 1, 2, 3, 1918.
Pennsylvania.....	Mrs. Ronald P. Gleason, 947 Clay Ave., Scranton.	Mrs. H. C. Boden, 208 St. Marks Sq., Philadelphia.	York, Oct. 15, 16, 17, 1918.
Rhode Island.....	Mrs. Howard W. Farnum, Chepachet.	Mrs. Frank Chapman, 65 Atlantic Ave., Providence.	Providence, Oct. or Nov., 1918.
South Carolina..	Mrs. Le Roy Springs, Lancaster.	Miss Margaret Moore, Lancaster.	Spring, 1919.
South Dakota...	Mrs. Carl Gunderson, Vermilion.	Mrs. Grace R. Porter, Fort Pierre.	Sioux Falls, Oct. 8, 9, 10, 1918.
Tennessee.....	Mrs. Alex. Caldwell, R. F. D. 9, Nashville.	Mrs. Hallman Goodloe, Linden Ave., Nashville.	Undecided.
Texas.....	Mrs. C. W. Connery, 1530 Cooper St., Fort Worth.	Mrs. W. H. Moore, 612 Burnett St., Fort Worth.	Dallas, Nov. 18-22, 1918.
Utah.....	Mrs. Edward Michael, 718 25th St., Ogden.	Mrs. John Culley, 2579 Monroe Ave., Ogden.	Logan, Oct., 1918.
Vermont.....	Mrs. Gilbert F. Davis, 45 State St., Windsor.	Mrs. Leonard D. Wheeler, White River Junction.	Barre, May, 1919.
Virginia.....	Mrs. John Lyle Hagan, 254 Jefferson St., Danville.	Mrs. Archibald D. Keen, 944 Main St., Danville.	Undecided; May, 1919.
Washington.....	Mrs. N. S. McCreedy, 124 Ave. B, Snohomish.	Mrs. George C. Howard, 507 Ave. C, Snohomish.	June, 1919.
West Virginia...	Mrs. George De Boit, 314 1st St., Fairmont.	Mrs. A. L. Lehman, Walnut Ave., Fairmont.	Clarksburg, Oct. 24-27, 1918.
Wisconsin.....	Mrs. L. D. Harvey, Menominee..	Mrs. E. A. Morse, Antigo..	Eau Claire, Oct., 1918.
Wyoming.....	Mrs. S. Conant Parks, Lander...	Mrs. W. H. Dickinson, Lander.	Cheyenne, Oct. 1-4, 1918.

XLI.—NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

The officers of the National Congress of Mothers and Parent-Teacher Associations are: President, Mrs. Frederic Schoff, Philadelphia, Pa.; secretary, Mrs. Arthur A. Birney, 1314 Massachusetts Avenue, Washington, D. C.

BRANCHES.

Name.	President.	Secretary.	Meeting.
Alabama.....	Mrs. H. S. Doster, Prattville.....	.....	.....
Arizona.....	Mrs. J. C. Norton, 201 Fleming Bldg., Phoenix.	Mrs. Aubrey Smith, R. R. No. 2, Phoenix.	Phoenix, February, 1919.
California.....	Dr. Jessie A. Russell, 343 N. Maryland Ave., Glendale.	Mrs. William Eckhart...	— May, 1919.
Colorado.....	Mrs. H. T. French, Fort Collins...	Mrs. Weissler, Denver...	Denver, Aug. 3, 1918.
Connecticut.....	Mrs. Geo. Brinton Chandler, Rocky Hill.	Mrs. H. M. Barnard, Rocky Hill.	New Haven, Sept. 17, 1918.
Delaware.....	Mrs. Garrett S. Harrington, Harrington.	Mrs. Robert Lewis, Dover.	Dover, April, 1919.

XLI.—NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS—Continued.

BRANCHES—Continued.

Name.	President.	Secretary.	Meeting.
District of Columbia.....	Mrs. Ollie S. Rafter, 3105 16th St. NW.	Mrs. Ernest Daniel, 2111 16th St.	Washington, Oct. 15, 1918.
Florida.....	W. N. Sheets, 3105 16th St., Tallahassee.	.....	.....
Georgia.....	Mrs. J. E. Andrews, 8 Orange St., Atlanta.	Mrs. P. H. Jeter, Clairmont Ave., Decatur.	April, 1919.
Idaho.....	Mrs. E. J. Payne, 521 South 13th St., Boise.	Mrs. Ewen, Boise, R. D. L.	May, 1919.
Illinois.....	Mrs. Harry Fleming, 1401 North Main St., Bloomington.	Mrs. James C. Riley, East Olive St., Bloomington.	Peoria, May, 1919.
Indiana.....	Mrs. Hance Orme, R. R. D., Box 313, Indianapolis.	.....	.....
Iowa.....	Mrs. Allen O. Ruste, Charles City.	Miss Pamela Fluent, Charles City.	Ames, Oct. 22-25, 1918.
Kansas.....	Mrs. J. K. Coddling, Lansing.....	Miss Clara L. Mallory, 430 Pine St., Leavenworth.	Kansas City, April, 1919.
Kentucky.....	Mrs. Geo. C. Weldon, Eastleigh, Louisville.	Miss Elizabeth Stouffer, Weissinger Galbert, E. L. 29, Louisville.	Louisville.
Maine.....	Mrs. Hugh Ross Hatch, Fairfield..	Mrs. Frank Dean, Winslow.	Portland, November, 1918.
Maryland.....	Mrs. Harry E. Parkhurst, 1410 Park Ave., Baltimore.	Mrs. William G. Hoskins, 1210 Linden Ave., Baltimore.	.....
Massachusetts.....	Mrs. Milton P. Higgins, 228 West St., Worcester.	Mrs. Edward French, Andover.	Pittsfield, Oct. 9, 10, 11, 1918.
Michigan.....	Mrs. C. E. Stewart, Battle Creek.	.....	.....
Mississippi.....	Mrs. H. F. Hughes, Agricultural College.	.....	.....
Missouri.....	Mrs. J. H. Sheldon, 2560 Tracy Ave., Kansas City.	Mrs. Frank Dorsey, 4015 Prospect St., Kansas City.	.....
Montana.....	Mrs. H. B. Farnsworth, Missoula..	Mrs. John E. Koach, Missoula.	Butte.
New Hampshire.....	Mrs. A. H. Harriman, 778 Main St., Laconia.	Mrs. Willis P. Lamprey, Court St., Laconia.	— May, 1919.
New Jersey.....	Mrs. Wellington Bechtel, Haddonfield.	Mrs. E. F. Leeds, Chalfonte, Atlantic City.	Trenton, Nov. 8, 9, 1918.
New Mexico.....	Mrs. Ruth C. Miller, Santa Fe.	.....	.....
New York.....	Mrs. William A. Saltford, 16 North Ave., Poughkeepsie.	Mrs. Beatrice Moses, Gloversville.	Gloversville, October, 1918.
North Carolina.....	Mrs. W. N. Hunt, West Raleigh.	.....	.....
North Dakota.....	Mr. G. E. McLean, Agricultural College, Fargo.	.....	.....
Ohio.....	Mrs. Willets H. Sawyer, Central and Cardigan Ave., Columbus.	Mrs. Frank Sanborn, 90 14th Ave., Columbus.	Circleville, Oct. 3, 4, 5, 1918.
Oregon.....	Mrs. Fred G. Schilke, La Grande..	Mrs. L. A. Harlow, Troutdale.	.....
Pennsylvania.....	Mrs. E. E. Kiernan, Somerset.....	Mrs. William Brice, Bedford.	Coatesville, Oct. 24, 25, 26, 1918.
Rhode Island.....	Mrs. Charles H. Remington, 216 Waterman Ave., East Providence.	Mrs. Joseph P. Canning, 73 Beaufort St., Providence.	Providence, Oct. 7, 1918.
South Carolina.....	Mrs. Malcolm Woods, Marion.....	.....	.....
South Dakota.....	Mrs. Jean McKee Kenaston, Bonesteel.	.....	.....
Tennessee.....	Mrs. Eugene Crutcher, 817 Lishey Ave., Nashville.	Mrs. G. M. Whittemore, 750 Wedgewood Ave., Nashville.	Knoxville, October, 1919.
Texas.....	Mrs. E. A. Watters, 814 Pennsylvania Ave., Fort Worth.	Mrs. L. T. Worley, 305 Gunter Bldg., San Antonio.	Wichita Falls, Nov. 6, 7, 8, 1918.
Utah.....	Mrs. John E. Dooley, 506 E. S. Temple St., Salt Lake City.	.....	.....
Vermont.....	Mrs. Frank W. Pier, Brattleboro..	Mrs. Edward B. Huling, Bennington.	Not decided: May, 1919.
Washington.....	Mrs. C. Arthur Varney, Yakima..	Mrs. Richard Strobach, Yakima.	Do.
Wisconsin.....	Mrs. Edward Hammett, 1209 N. 7th St., Sheboygan.	Mrs. Ernest Gonzenbach, Pine Lodge, Sheboygan Falls.	Milwaukee, Nov. 7, 8, 1918.
Wyoming.....	Dr. Bertha N. Hamilton, Greybull.	Mrs. Frank Kelley, Sheridan.	Cheyenne, Oct. 1, 2, 3, 4, 1918.

* No State branch.

* Organizer.

XLII.—EDUCATIONAL PERIODICALS.

List of American educational periodicals currently received by the Library of the Bureau of Education.

[List of abbreviations: *bm.*—bimonthly; *ir.*—irregular; *m.*—monthly; *q.*—quarterly; *sm.*—semimonthly; *w.*—weekly.]

- Alabama. *See* Educational Exchange.
 American Church Sunday School Magazine. 301 North Second Street, Harrisburg (Pa.). *m.*
 American Education. 50 State Street, Albany (N. Y.). 10 nos.
 American Journal of Care for Cripples. 2505 Broadway, New York. *q.*
 American Journal of School Hygiene. Worcester (Mass.). *q.*
 American Oxonian. Menasha (Wis.). *q.*
 American Penman. 30 Irving Place, New York. *m.*
 American Physical Education Review. Springfield (Mass.). 9 nos.
 American School. P. O. Box 124, Milwaukee. *m.*
 American School Board Journal. 354 Milwaukee Street, Milwaukee. *m.*
 American Schoolmaster. Ypsilanti (Mich.). 10 nos.
 American Teacher. 226 Fifth Avenue, New York. 10 nos.
 Americanization Bulletin, Bureau of Education, Washington (D. C.). *sm.*
 Arizona Teacher. Phoenix. 10 nos.
 Arkansas Teacher. Conway. 10 nos.
 Boston Teachers News-Letter. Boston. 10 nos.
 Bulletin of High Points in the Teaching of Modern Languages in the High Schools of New York City.
 Board of Education Building, New York. *m.*
 Bulletin of the Board of Education of the Methodist Episcopal Church, South. Nashville (Tenn.). *q.*
 Bulletin of the High School Teachers' Association of the District of Columbia. Washington (D. C.)
 Business Educator. Columbus (Ohio). 10 nos.
 California. *See* California Blue Bulletin; Modern Language Bulletin; Sierra Educational News; University of California Chronicle; Western Journal of Education.
 California Blue Bulletin. Sacramento. *q.*
 Carry On; a magazine on the reconstruction of disabled soldiers and sailors. Washington (D. C.). *m.*
 Catholic Educational Review. Washington (D. C.). 10 nos.
 Catholic School Journal. Milwaukee. 10 nos.
 Child Labor Bulletin, 105 East Twenty-second Street, New York. *q.*
 Child-Welfare Magazine. 227 South Sixth Street, Philadelphia. *m.*
 Chinese Students' Monthly. Ashburnham (Mass.). 8 nos.
 Christian Educator. Washington (D. C.). 10 nos.
 Christian Student. 150 Fifth Avenue, New York. *q.*
 Classical Journal. University of Chicago Press, Chicago. 9 nos.
 Classical Weekly. Barnard College, New York. *w.* from October to May.
 Colorado School Journal. Denver. 10 nos.
 Columbia University Quarterly. New York. *q.*
 Community Center. 1429 K Street NW, Washington (D. C.). *m.*
 Connecticut. *See* New Haven Teachers Journal.
 Current Education. Philadelphia. 10 nos.
 District of Columbia. *See* Americanization Bulletin, Bulletin of the High School Teachers' Association of the District of Columbia; Carry On; Catholic Educational Review; Christian Educator; Community Center; Journal of the National Education Association; National School Service; School Life; Vocational Summary; Volta Review.
 Education. 120 Boylston Street, Boston. 10 nos.
 Education Bulletin. Trenton. 10 nos.
 Educational Administration and Supervision. Warwick & York (Inc.), Baltimore. 10 nos.
 Educational Exchange. Birmingham (Ala.). *m.*
 Educational Foundations. 31-33 East Twenty-seventh Street, New York. 10 nos.
 Educational Review. Columbia University, New York. 10 nos.
 Educational Standards. Charlestown (Mass.). 10 nos.
 Educator-Journal. 408 Newton Claypool Building, Indianapolis. *m.*
 Elementary School Journal. University of Chicago Press, Chicago. 10 nos.
 Engineering Education. Lancaster (Pa.). 10 nos.
 English Journal. University of Chicago Press, Chicago. 10 nos.
 English Leaflet. Newtonville (Mass.). *m.* except July, August, and September.
 El Estudiante Latino-Americano. Ann Arbor (Mich.). *bm.*
 Florida Schoolroom. Gainesville. 10 nos.
 General Science Quarterly. Salem (Mass.). *q.*
 Georgia. *See* High School Quarterly; School and Home.
 Harvard Graduates' Magazine. Boston. *q.*
 Hawaii Educational Review. Honolulu. 10 nos.
 High School Journal. Chapel Hill (N. C.). *q.*
 High School Quarterly. Athens (Ga.). *q.*
 Historical Outlook, formerly History Teacher's Magazine. McKinley Publishing Co., Philadelphia. 10 nos.
 Home and School Guest. Stroudsburg (Pa.). *q.*
 Hospital School Journal. Detroit (Mich.). *m.*
 Illinois. *See* Classical Journal; Elementary School Journal; English Journal; Illinois Association of Teachers of English Bulletin; Illinois Teacher; Journal of the Association of Collegiate Alumni; Manual Training Magazine; Religious Education; School and Home Education; School Century; School News and Practical Educator; School Review; School Science and Mathematics; University Record.
 Illinois Association of Teachers of English Bulletin. Urbana. 8 nos.
 Illinois Teacher. Urbana. 10 nos.
 Indiana. *See* Educator-Journal; Indiana Instructor; Teacher's Journal.
 Indiana Instructor. Indianapolis. *m.*
 Industrial-Arts Magazine. Bruce Publishing Company, Milwaukee. *m.*
 Inter-Mountain Educator. Missoula (Mont.). 10 nos.
 Iowa. *See* Midland Schools; School Music.
 Johns Hopkins Alumni Magazine. Baltimore. *q.*
 Journal of Applied Psychology. Worcester (Mass.). *q.*
 Journal of Education. 6 Beacon Street, Boston. *w.*

- Journal of Educational Psychology.** Warwick & York (Inc.), Baltimore. 10 nos.
Journal of Experimental Psychology. Princeton (N. J.). bm.
Journal of Geography. Madison (Wis.). 10 nos.
Journal of Home Economics. 1211 Cathedral Street, Baltimore. m.
Journal of the Association of Collegiate Alumnae. University of Chicago Press, Chicago. 10 nos.
Journal of the National Education Association. 1400 Massachusetts Avenue, Washington (D. C.) 10 nos.
Journal of the New York State Teachers' Association. Rochester. 8 nos.
Kansas. See *Kansas Journal of Education*; *Kansas Teacher*; *Teaching*.
Kansas Journal of Education. Kansas City. w. except June, July and August.
Kansas Teacher. Topeka. m.
Kentucky. See *Kentucky High School Quarterly*; *Southern School Journal*.
Kentucky High School Quarterly. Lexington. q.
Kindergarten and First Grade. Springfield (Mass.). 10 nos.
Kindergarten-Primary Magazine. Manistee (Mich.). 10 nos.
Louisiana. See *Southern School Work*.
Maine State School Bulletin. Augusta. 10 nos.
Manual Training Magazine. Peoria (Ill.). 10 nos.
Maryland. See *Educational Administration and Supervision*; *Johns Hopkins Alumni Magazine*; *Journal of Educational Psychology*; *Journal of Home Economics*.
Massachusetts. See *American Journal of School Hygiene*; *American Physical Education Review*; *Boston Teachers News-Letter*; *Chinese Students' Monthly*; *Education*; *Educational Standards*; *English Leaflet*; *General Science Quarterly*; *Harvard Graduates' Magazine*; *Journal of Applied Psychology*; *Journal of Education*; *Kindergarten and First Grade*; *Pedagogical Seminary*; *Popular Educator*; *Primary Education*; *School Arts Magazine*; *Vocational Guidance Bulletin*.
Mathematics Teacher. Lancaster (Pa.). q.
Mental Hygiene. Concord (N. H.). q.
Michigan. See *American Schoolmaster*; *El Estudiante Latino-Americano*; *Hospital School Journal*; *Kindergarten-Primary Magazine*; *Moderator-Topics*.
Middle-West School Review. Omaha (Nebr.). m.
Midland Schools. Des Moines. 10 nos.
Mind and Body. New Ulm (Minn.). 10 nos.
Minnesota. See *Mind and Body*; *School Education*.
Mississippi Educational Advance. Jackson. 10 nos.
Missouri. See *Missouri Journal of Education*; *Missouri School Journal*; *Rural School Messenger*.
Missouri Journal of Education. Kansas City. w. except June, July and August.
Missouri School Journal. Jefferson City. 10 nos.
Moderator-Topics. Lansing (Mich.). w. except July and August.
Modern Language Bulletin. Los Angeles. 3 nos.
Modern Language Journal. 68th and Park Avenue, New York. 8 nos.
Monatshefte für Deutsche Sprache und Pädagogik. Milwaukee. 10 nos.
Montana. See *Inter-Mountain Educator*.
Music Supervisors' Journal. Madison (Wis.). q.
National Association of Corporation Schools Bulletin. Irving Place and Fifteenth Street, New York. m.
National School Service. Committee on Public Information, Washington (D. C.). sm.
Nature-Study Review. Ithaca (N. Y.). 9 nos.
Nebraska. See *Middle-West School Review*; *Nebraska Teacher*.
Nebraska Teacher. Lincoln. 10 nos.
Nevada School Journal. Carson. 10 nos.
New Hampshire. See *Mental Hygiene*.
New Haven Teachers Journal. New Haven (Conn.). bm.
New Jersey. See *Education Bulletin*; *Journal of Experimental Psychology*; *School News*; *Training School Bulletin*.
New Mexico Journal of Education. Santa Fe. 10 nos.
New York. See *American Education*; *American Journal of Care for Cripples*; *American Penman*; *American Teacher*; *Bulletin of High Points in the Teaching of Modern Languages in the High Schools of New York City*; *Child Labor Bulletin*; *Christian Student*; *Classical Weekly*; *Columbia University Quarterly*; *Educational Foundations*; *Educational Review*; *Journal of the New York State Teachers' Association*; *Modern Language Journal*; *National Association of Corporation Schools Bulletin*; *Nature-Study Review*; *Normal Instructor and Primary Plans*; *Physical Training*; *Playground*; *School*; *School and Society*; *School Bulletin*; *Teachers College Record*; *Teacher's Monographs*; *Ungraded*; *Vocationalist*.
Normal Instructor and Primary Plans. Dansville (N. Y.). 10 nos.
North Carolina. See *High School Journal*; *North Carolina Education*; *Training School Quarterly*.
North Carolina Education. Raleigh. 10 nos.
North Dakota. See *Quarterly Journal of the University of North Dakota*.
Northwest Journal of Education. Seattle. 10 nos.
Ohio. See *Business Educator*; *Ohio Educational Monthly*; *Ohio History Teachers' Journal*; *Ohio Teacher*; *School Index*; *Sunday School Journal*.
Ohio Educational Monthly. Columbus. m.
Ohio History Teachers' Journal. Columbus. q.
Ohio Teacher. Columbus. m.
Oklahoma Journal of Education. Oklahoma City. w. except June, July, and August.
Oklahoma School Herald. Oklahoma City. 10 nos.
Oregon Teachers' Monthly. Salem. 10 nos.
Pedagogical Seminary. Worcester (Mass.). q.
Pennsylvania. See *American Church Sunday School Magazine*; *Child-Welfare Magazine*; *Current Education*; *Engineering Education*; *Historical Outlook*; *Home and School Guest*; *Mathematics Teacher*; *Pennsylvania School Journal*; *Pittsburgh School Bulletin*; *Psychological Clinic*; *Stenographer and Phonographic World*.
Pennsylvania School Journal. Lancaster. m.
Philippine Education. Manila. 10 nos.
Philippine News Review. Manila. sm.
Physical Training. 124 East Twenty-eighth Street, New York. 10 nos.
Pittsburgh School Bulletin. Pittsburgh. 10 nos.
Playground. 1 Madison Avenue, New York. m.
Popular Educator. 50 Bromfield Street, Boston. 10 nos.
Porto Rico School Review. San Juan. 10 nos.
Primary Education. 50 Bromfield Street, Boston. 10 nos.
Progressive Teacher. Nashville. 10 nos.
Psychological Clinic. Woodland Avenue and Thirty-sixth Street, Philadelphia. 9 nos.

- Quarterly Journal of Speech Education. Menasha (Wis.). q.
 Quarterly Journal of the University of North Dakota. University. q.
 Religious Education. 1440 East Fifty-seventh Street, Chicago. bm.
 Rural School Messenger. Kirksville (Mo.). 8 nos.
 School. 184 Fifth Avenue, New York. w. except August.
 School and Home. Atlanta (Ga.). m.
 School and Home Education. Bloomington (Ill.). 10 nos.
 School and Society. Garrison-on-Hudson (N. Y.). w.
 School Arts Magazine. 25 Foster Street, Worcester (Mass.). 10 nos.
 School Bulletin. Syracuse (N. Y.). m.
 School Century. Oak Park (Ill.). 10 nos.
 School Education. Minneapolis. 10 nos.
 School Index. Cincinnati. w.
 School Life. Bureau of Education, Washington (D. C.). sm.
 School Music. Keokuk (Iowa). bm. except July
 School News. New Egypt (N. J.). m.
 School News and Practical Educator. Taylorville (Ill.). 11 nos.
 School Review. University of Chicago Press, Chicago. 10 nos.
 School Science and Mathematics. Mount Morris (Ill.). 9 nos.
 Sierra Educational News. San Francisco. 10 nos.
 South Dakota Educator. Mitchell. 10 nos.
 Southern School Journal. Lexington (Ky.). m.
 Southern School Work. Baton Rouge. 10 nos.
 Southern Workman. Hampton (Va.). m.
 Stenographer and Phonographic World. 28 South Fifty-second Street, Philadelphia. m.
 Sunday School Journal. Methodist Book Concern, Cincinnati. m.
 Teachers College Record. Teachers College, Columbia University, New York. bm. except July.
 Teacher's Journal. Marion (Ind.). m.
 Teacher's Monographs. 16 Court Street, Brooklyn (N. Y.). 8 nos.
 Teaching. Emporia (Kans.). m.
 Tennessee. See Bulletin of the Board of Education of the Methodist Episcopal Church, South; Progressive Teacher.
 Texas School Journal. Dallas. 10 nos.
 Training School Bulletin. Vineland (N. J.). 10 nos.
 Training School Quarterly. Greenville (N. C.). q.
 Ungraded. 800 Park Avenue, New York. 9 nos.
 University of California Chronicle. Berkeley. q.
 University Record. University of Chicago Press, Chicago. q.
 Utah Educational Review. Salt Lake City. 10 nos.
 Virginia. See Southern Workman; Virginia High School Bulletin; Virginia Journal of Education; Virginia State Teachers' Association Quarterly.
 Virginia High School Bulletin. University. q.
 Virginia Journal of Education. Richmond. 10 nos.
 Virginia State Teachers' Association Quarterly. Richmond. q.
 Vocational Guidance Bulletin. Cambridge (Mass.).
 Vocational Summary. Federal Board for Vocational Education, Washington (D. C.). m.
 Vocationist. Oswego (N. Y.). q.
 Volta Review. Washington (D. C.). m.
 Washington. See Northwest Journal of Education.
 West Virginia School Journal and Educator. Charleston. m.
 Western Journal of Education. 324 Phelan Building, San Francisco. m.
 Western Teacher. Milwaukee. 10 nos.
 Wisconsin. See American Oxonian; American School; American School Board Journal; Catholic School Journal; Industrial-Arts Magazine; Journal of Geography; Monatshefte für Deutsche Sprache und Pädagogik; Music Supervisors' Journal; Quarterly Journal of Speech Education; Western Teacher; Wisconsin Journal of Education.
 Wisconsin Journal of Education. Madison. 10 nos.
 Wyoming School Journal. Laramie. 10 nos.



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